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ABSTRACT

A project to conduct eleven regional teacher institutes is discussed. The curriculum advisory group for this project was comprised of a representative of the President's Advisory Committee on Adult Education, one State ABE Director from each USOE region and nine consultants; In addition to suggesting some modifications to the core curriculum, the group also recommended that teacher trainer and administrator institutes he held. Four Progress Reports are summarized: (1) The first contains documents pertaining to NUEA's proposal and the awarding of the grant; (2) The Second Progress Report contains preliminary data on the organization and structure of the nine institutes selected to train the teacher trainers; (3) The Third Progress Report covers the extension and amendments of the grant and the organization and planning of the program; and (4) The Fourth Report covers institute activities, both in program and administration, at the federal, state, local and university level. (Author/CK)

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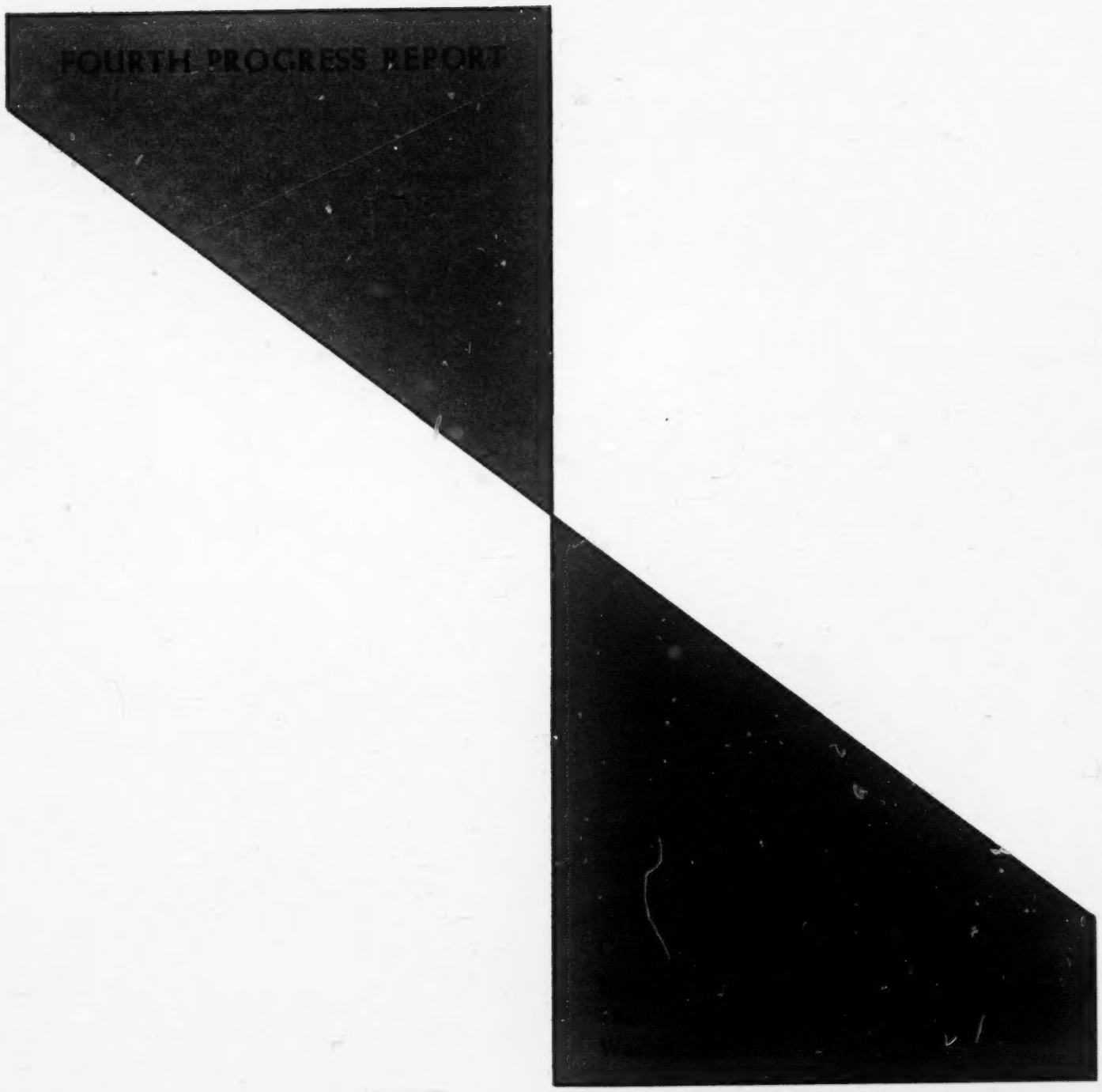

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FOURTH PROGRESS REPORT

EXTENDED AND REVISED
NATIONAL TEACHER-TRAINING ADULT BASIC EDUCATION PROGRAM FUNDED UNDER THE ADULT EDUCATION ACT of 1966

Through Grant Number OEG2-6-061894-1894, Dated June 29, 1966
and Amended October 21, 1966, January 9, 1967 and June 29, 1967,
For the Period May, 1966, through June, 1968

SUBMITTED TO ADULT BASIC EDUCATION BRANCH
DIVISION OF ADULT EDUCATION
U. S. OFFICE OF EDUCATION

by

NATIONAL UNIVERSITY EXTENSION ASSOCIATION
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Robert J. Pitchell, Executive Director

December 31, 1967

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ABBREVIATIONS AND DEFINITIONS

The following terms are used throughout this report:

Abbreviations

ABE - Adult Basic Education

EPA - Educational Psychology Associates

NAPSAE - National Association of Public School Adult Education

NUEA - National University Extension Association

USOE - United States Office of Education

VTR - Video Tape Recorder

Definitions

Administrator (ABE) - the person responsible for fiscal policies and practices relevant to ABE programs and other administrative aspects of local, state, regional and national ABE programs.

Administrator Institutes - the institutes conducted by designated universities in all nine USOE regions for the purpose of training ABE personnel in fiscal policies and practices relevant to ABE programs and other administrative aspects of local, state, regional and national ABE programs.

Adult Functional Illiterate - see Educationally Disadvantaged Population.

Curriculum Advisory Group - a group of state directors and USOE, NUEA and NAPSAE consultants selected to review and revise the 1966-1967 National Core Curriculum and recommend the Curriculum Guide for the 1967-1968 ABE Training Program. The membership represented highly knowledgeable practitioners and academic professionals in ABE.

Curriculum Guide - recommended curriculum content for the 1967-1968 ABE training program of teacher trainers and administrators.

Educational Technology - various types of media used to further learning; e.g., VTR, overhead projectors, films, television.

Educationally Disadvantaged Population - persons from ages 18 through 64 who have not achieved more than an eighth grade education, or its functional equivalency.

Federal Participants - participants selected by federal agencies to attend teacher trainer institutes, and eligible for tuition payments only.

In-Service Training - any special training programs or effort conducted by employing agency.

Institute Administrative Coordinator - the individual designated by a participating institution to be responsible for the administrative requirements of an institute.

Institute Participants - teachers, teacher trainers and other representatives from adult basic education settings in states, territories and the District of Columbia who were formally enrolled or assisted in the planning or implementation of the teacher trainer institutes.

Institute Program Director - the person designated by a participating institution to direct the educational aspects of a teacher trainer or administrator institute.

National Core Curriculum - an instructional plan developed by the National Advisory Council for Adult Basic Education Teacher Training Program, 1966, for the purpose of establishing guidelines relative to program needs, subject matter content, methods and media for use in the regional institutes.

National Advisory Council for Adult Basic Education Teacher Training Program, 1966 - a group of academic specialists and practitioners in ABE representing a broad national cross-section who were selected to develop a National Core Curriculum for the 1966 ABE Teacher Training Program. Referred to as National Curriculum Advisory

Council in this report to distinguish it from the National Advisory Council which was created by the Adult Education Act of 1966.

Practicum - a method of instruction incorporating forms of professionally supervised practice or observation of real situations directly related to classroom instruction for the purpose of discussing or criticizing the activity. This often involves the use of video tape recorders, one-way observation and audio facilities.

Pre-Institute Seminar - the seminar for approximately 108 staff aides and 18 program directors to provide training in the latest educational technology and orientation to the ABE curricula.

Pre-Service Training - training offered to ABE teachers prior to their classes with ABE students.

Program Director - individual delegated with responsibility at the prime contractor level to supervise the implementing and monitoring program elements of the grant.

Programed Instruction - an individualized method of instruction, consisting of consecutive, easily learned units of information which require the active involvement of the learner, and provide immediate confirmation and reinforcement of responses. The student is thus allowed to progress at his own rate.

Project Director, NUEA - the person designated by NUEA to organize and manage the 1966 National ABE Teacher Training Program under the grant from USOE.

Project Manager, NUEA - a staff member of NUEA with responsibility for the 1967 ABE program.

Region - any one of the nine geographic areas delineated by USOE for administrative and program functions.

Staff Aide (Associate) - a person assigned to an institute in a USOE region to assist the program director and regular staff. A staff aide might be: (1) an experienced teacher who has demonstrated exceptional

ability in dealing with his professional peers, ABE teachers and students, and the problems associated with ABE programs; (2) returning Peace Corps volunteers, VISTA or National Teacher Corps members; or (3) a graduate student in a school of education who is interested in adult basic education and who will be available for the duties associated with adult basic education.

State ABE Director - the person designated by a state to organize or supervise its ABE programs.

State Directors Advisory Group - a group of nine individuals, one from each USOE region representing all state directors of adult basic education in their respective regions.

Teacher (ABE) - the person engaged in teaching the educationally disadvantaged student.

Teacher Trainer - the person who will conduct pre-service and/or in-service training for ABE teachers after participating in a teacher trainer institute.

Teacher Trainer Institutes - the institutes conducted by designated universities in each USOE region to prepare ABE teacher trainers to assist with local pre-service and in-service training programs for other ABE teachers.

University Staff Specialist in ABE - individual appointed pre-institute director to plan the summer institute, to act as program director of the institute, and to serve as year-round consultant to state directors local ABE administrators and teachers in the region.

I. INTRODUCTION

On March 5, 1967, work on the 1967 project began as authorized by letter of agreement from USOE. Formal acceptance of NUEA's proposal to extend and revise the 1966 Adult Basic Education grant was made on April 13, 1967. Under the extended and amended grant, NUEA conducted eleven regional teacher trainer institutes and nine administrator institutes during June, July, and August 1967. In 1966 there were nine teacher trainer institutes and none for administrators. Participant enrollment increased from 982 in 1966 to 1232 in 1967. The universities conducting the institutes are listed in Table I.

A. Purpose

At a conference in Washington, D. C. , March 6-7, 1967, the Curriculum Advisory Group met with USOE, NUEA and NAPSAE representatives to review plans for the 1967 ABE Training Program. The Curriculum Advisory Group was comprised of a representative of the President's Advisory Committee on Adult Education, one State ABE Director from each USOE region, and nine consultants, three each selected by USOE, NUEA and NAPSAE. The consultants were recognized national and regional authorities in the field of adult basic education, and were active in university, institutional, state and local adult basic education programs. (For a list of members of the Curriculum Advisory Group, see Appendix A.)

In addition to suggesting some modifications in the 1966 ABE Core Curriculum, the group also recommended that teacher trainer and administrator institutes be held in 1967. The concept of master teacher institutes suggested in the NUEA 1967 proposal was reviewed, and the group decided not to recommend its implementation in 1967.

TABLE I

NAMES AND DATES OF
UNIVERSITIES CONDUCTING 1967 ABE TRAINING INSTITUTES
BY REGION AND TYPE

Region	University	Type of Institute	Dates
I	University of Maine	Teacher Trainer	July 10 - July 28
	University of Connecticut	Administrator	July 10 - July 23
II	State University of New York at Albany	Teacher Trainer	July 24 - August 11
	Montclair State College	Administrator	July 10 - July 23
III	North Carolina State University	Teacher Trainer	July 17 - August 4
	George Washington University	Administrator	July 31 - August 11
IV	Florida State University	Teacher Trainer	July 10 - July 28
	University of South Carolina	Administrator	July 24 - August 4
V	Wayne State University	Teacher Trainer	July 10 - July 28
	Northern Illinois University	Administrator	July 24 - August 4
VI	University of Missouri at Kansas City	Teacher Trainer	July 24 - August 11
	University of Iowa	Administrator	July 31 - August 11
VII	University of Texas	Teacher Trainer	July 10 - July 28
	University of Oklahoma	Administrator	July 17 - July 28
VIII	University of Colorado	Teacher Trainer	July 10 - July 28
	University of Wyoming	Administrator	June 19 - June 30
IX	University of Hawaii	Teacher Trainer	July 10 - July 28
	Portland State College	Teacher Trainer	July 17 - August 4
	University of California at Los Angeles	Teacher Trainer and Administrator	July 10 - July 28 and July 17 - July 28

The recommendations of the Curriculum Advisory Group for both curriculum changes and the inclusion of administrator institutes in the 1967 program were presented to a national meeting of State Adult Basic Education Directors in Chicago on March 15-17, 1967. The ABE State Directors accepted the basic recommendations and also individually rated the various sub topics of the suggested curriculum to indicate the emphasis they thought each should receive at the institutes. After the meeting, the NUEA project staff compiled this information and prepared the 1967 ABE Curriculum Guide of the summer institutes, which was approved by USOE and distributed.

The teacher trainer institutes were to continue instruction and expand orientation for teacher trainers in the most advanced technological equipment for teaching basic skills to educationally disadvantaged adults. In addition, instruction was provided in the design of pre- and in-service teacher training programs, including curriculum development, utilization of support personnel and evaluation.

The administrator institutes were to train ABE personnel in fiscal policies and practices, in establishing and evaluating pre- and in-service training programs, and in other managerial aspects of local, state, regional and national ABE programs. Instruction also was to be provided in the areas of curriculum development, guidance and counseling, testing and evaluation.

B. Summary of Previous Reports

The First Progress Report, dated June 30, 1966, deals with the preliminary planning and preparation for the 1966 ABE Teacher Trainer Program. It contains documents pertaining to NUEA's proposal and the awarding of the grant. Also included are summaries of regional meetings and information on data collection.

The Second Progress Report, dated November 30, 1966, contains preliminary data on the organization and structure of the nine institutes selected to train the teacher trainers. It has information on staff,

facilities, and instructional methods used at the institutes. It also includes bio-data statistics of the participants.

The Third Progress Report, dated June 30, 1967, covers the extension and amendments of the 1966 grant, and the organization and planning of the 1967 program. It also lists and describes resource materials produced by NUEA for the 1967 institutes.

A preliminary abstract of the 1966 Evaluation Report was released in November 1967, and contained tentative results of the evaluation of the 1966 program. It included data indicating the impact of the institutes on the participants, on state ABE programs, on the universities conducting the institutes, and on the ABE teachers who attended the pre- and in-service training sessions. Also, it presented the recommendations for future institutes submitted by NUEA, state ABE directors, the universities involved, and by teacher trainers.

C. Period Covered by Fourth Progress Report

The Fourth Progress Report treats the period July 1 through December 31, 1967. It covers institute activities, both in program and administration, at the federal, state, local and university level, including the University of Wyoming which opened June 19, 1967. Special attention was given the selection and enrollment of participants, comparison of syllabi, methods of instruction and the availability of facilities to participants.

II. BACKGROUND

A. General

The three major elements of the 1966 program were carried over into the plans for the 1967 Adult Basic Education Institutes: (1) an accelerated national program for the preparation of teachers for the educationally deprived population, (2) a broad scale application of educational technology to the problems of teaching basic skills to adults, and, (3) an experiment in creative education federalism. However, a careful review of the 1966 activities indicated the need for operational expansion of the 1967 ABE project. Hence several elements were added:

1. Training opportunities were extended to adult basic education administrators. Accordingly, the number of training institutes was increased from nine to 20 to accommodate both ABE administrators and ABE teacher trainers. The 1967 ABE training institutes were designed also to provide instruction for teacher trainers and administrators who would operate ABE programs at state and local levels.

2. A special pre-institute seminar was conducted to provide training in the latest educational technology for approximately 108 staff aides and 18 program directors. The staff aides were assigned to institutes to assist regular institute staff members. The training and experience achieved by the staff aides will make more qualified people available for employment in ABE programs at the local level.

3. Year-round university staff specialists in adult basic education and graduate assistants were employed at nine regional institutes. The specialists, thoroughly familiar with the content, methods and materials of the curriculum, assisted in pre-institute planning and in directing

institute training. Their professional help is available to administrators and teacher trainers in the local areas.

4. The Curriculum Guide for the 1967 ABE program was designed in close cooperation with state ABE directors, curriculum specialists and professional educators in order to guide universities in the development of institute programs. The curriculum was made adaptable to specific regional and local needs by modification to the extent necessary to meet regional problems. This was accomplished through pre-institute meetings between ABE state directors and institute representatives at the regional levels.

The expansion and diversification of the 1967 ABE program required considerable acceleration of program development activities. The operation of two different types of training institutes demanded additional professional development staff to improve the curriculum and upgrade the quality and quantity of program materials to be utilized at ABE institutes.

Data being compiled for the 1967 evaluation will permit analysis of short-range results of the program and, with the 1966 evaluation, will contribute to the accumulation of comprehensive information vital to long-range planning of the ABE project.

B. Functional Components

Modifications in the 1967 ABE training program necessitated changes in the assignment of functions. Listed below are the activities suggested in NUEA's 1966 proposal and the additions accepted for 1967.

1. USOE Functions

The basic USOE responsibilities for the 1966 ABE Training Program were:

a. selection of the universities which subcontracted with NUEA for institutes,

b. selection of the national advisory council to develop the core curriculum,

c. review and approval of the curriculum

d. relationships with state and local ABE administrators, and

e. overall coordination of program elements and participants.

The following USOE functions were added for the 1967 ABE Training Program:

a. preparation of a general plan for further development of the ABE program, related training institutes and such special plans as would be necessary, and

b. review of all supplemental curricula and related material developed by NUEA, NAPSAE, and/or advisory groups for use in the 1967 ABE Training Program.

2. NUEA Functions

The basic NUEA functions for the 1966 ABE Training Program were:

a. preparation and negotiation of subcontracts, subject to USOE approval,

b. preparation of forms for travel, stipend, and dependency allowances in accordance with USOE rules and regulations,

c. coordination of the institute programs,

d. coordination of the activities of NUEA consultant groups and organizations which were involved in the program,

e. preparation and implementation of the evaluation system,

f. submission of reports regarding the institutes and program evaluation,

g. audit of travel, stipend and dependency allowances made by subcontractors.

The following NUEA functions were added for the 1967 ABE Training Program:

a. coordination and support of the activities of the university staff specialists in adult basic education,

b. preparation for a pre-institute seminar to train staff aides and institute program directors,

c. improvement of the evaluation instruments for the total program,

d. continuation of teacher and teacher trainer institutes and addition of regional institutes to train ABE administrators.

3. Institutional Functions

The basic functions of the participating institutes for the 1966 ABE Training Program were:

a. designation of the institute administrative coordinator to conduct all official communication with NUEA relative to the training program,

b. selection and employment of institute staff including both administrative and teaching personnel,

c. instructional and residential facilities for participants,

d. liaison and support services for evaluation and follow-up activities,

e. a training design incorporating the national curriculum adapted to meet regional needs as determined by the institute in cooperation with state ABE directors,

f. a syllabus reflecting the training design for submission to USOE through NUEA, and

g. payment of participants' travel, stipend and dependency allowances.

The following institute functions were added for the 1967 ABE Training Program:

a. designation at nine regional institutes of a university staff specialist in adult basic education for pre-institute planning, program development, and post-institute consultation with state and local ABE officials upon request of the state ABE director,

b. notification to assigned teachers, teacher trainers, administrators and staff aides of travel, stipend and dependency regulations, costs of available housing and eating facilities.

4. State ABE Directors Functions

The basic functions of the state ABE directors for the 1966 Training Program were:

a. designing, in cooperation with other members of the National Advisory Council for Adult Basic Education Teacher Training Program 1966, a national core curriculum for the institutes,

b. selecting the participants for summer institutes,

c. providing information regarding state and local needs to the participating institutes.

For the 1967 ABE Training Program, state ABE directors were also responsible for the selection of staff aides (associates) for the summer institutes on a basis of two per state.

5. NAPSAE Functions

The basic NAPSAE functions for the 1967 ABE Training Program were the same as in 1966:

a. recommend members to the state directors' advisory group to review and, if necessary, revise the core curriculum established for the 1966 summer institutes,

b. upon agreement with NUEA, assist in the overall promotion, stimulation and interpretation of the institutes,

c. assist NUEA with the development of a master list of resource people for the training institutes,

d. prepare an annual report to NUEA for submission to USOE, on NAPSAE activities under the subcontract from NUEA,

e. recommend to NUEA appropriate ways in which cooperative relationships between institute program directors and the ABE state directors can be established and improved,

f. make specific recommendations (as differentiated from general curriculum principles) regarding training needs of state staff and other administrators.

III. THE 1967 SUMMER INSTITUTES

Prior to the opening of the institutes, preparation was required which called for the cooperation and participation of groups and agencies involved in the 1967 ABE training program. The conference of state ABE directors, held in Chicago on March 17, 1967, reviewed the curriculum guide produced in Washington, D. C., on March 6-7. With the aid of this curriculum guide, regional meetings were held between state directors of ABE and institute representatives to determine curriculum components unique to their regions and training institutes, and to inject these components into a curriculum established for the regional institutes. In accordance with the terms of the purchase order, the institutes held a four day workshop just prior to opening day for members of the staff. Preparation and distribution of materials by NUEA was in process during this period also.

A. Institute Preparations

1. Participant Allocations and Assignments

a. State Allocations

Participants were assigned to the 1966 ABE Teacher Trainer Institutes on the basis of twenty participants per state. If one state within a given region was unable to meet its quota, another state within that region was given the opportunity to send additional participants. However, this system of allocation was felt to be inadequate, for it did not take into account the size of the target population within a given region. Therefore, for the 1967 program, each state was given a base allocation of ten (including the District of Columbia and Puerto Rico), while each trust territory was given a base of two. Further allocation was then based on the extent of the educationally disadvantaged adult

population within that state. As in 1966, it was agreed that if any state failed to meet its quota, another state within that region could send additional participants.

b. Federal Allocations

In addition to state allocations, 162 slots were given to federal agencies. Following the 1966 institutes the United States Office of Education received suggestions that other federal agency staff be permitted involvement in the program. It was felt that since these other agencies were concerned with ABE in one manner or another, their staffs would benefit from the experience. However, the grant stipulated that the federal agencies would provide travel and stipend expenses for their participants when appropriate, and that the grant would pay tuition costs only.

In early spring, USOE requested the national offices of the interested federal agencies to suggest candidates. By mid-May 1967, 118 names were received by USOE and forwarded to NUEA. These persons were sent letters by NUEA which explained the program, the fact that they had been selected to attend an institute, the financial conditions of the program for federal employees (no travel or stipend allowances), the institute to which they had been assigned and a request to return an enclosed post card indicating their availability as participants. Sixty-three of those returning cards accepted. Subsequently, some of them had to withdraw and the final total of federal participants at the institutes was 58.

A total of 1,359 participants were eligible for the program under the allocations set forth in the grant. (See Table II)

TABLE II PARTICIPANT ALLOCATIONS TO 1967 ABE TRAINING PROGRAM BY STATE

States	Teacher Trainer	Stipend Administrators	Non-Stipend Administrators	Total
Alabama	18	9	4	31
Alaska	6	3	2	11
Arizona	9	4	2	15
Arkansas	13	6	3	22
California	29	14	6	49
Colorado	8	3	2	13
Connecticut	11	5	2	18
Delaware	6	3	2	11
District of Columbia	8	3	2	13
Florida	18	8	4	30
Georgia	22	10	5	37
Hawaii	8	3	2	13
Idaho	6	3	2	11
Illinois	23	11	5	39
Indiana	12	5	3	20
Iowa	8	4	2	14
Kansas	8	4	2	14
Kentucky	16	8	4	28
Louisiana	21	9	5	35
Maine	7	3	2	12
Maryland	12	6	3	21
Massachusetts	14	7	3	24
Michigan	17	8	4	29
Minnesota	10	4	2	16
Mississippi	15	7	4	26
Missouri	14	7	3	24
Montana	6	3	2	11
Nebraska	7	3	2	12
Nevada	6	3	2	11
New Hampshire	6	3	2	11
New Jersey	18	9	4	31
New Mexico	8	4	2	14
New York	42	20	9	71
North Carolina	24	12	4	40
North Dakota	6	3	2	11
Ohio	20	9	5	34
Oklahoma	11	5	2	18
Oregon	8	3	2	13
Pennsylvania	27	13	6	46
Rhode Island	8	3	2	13
South Carolina	16	8	4	28
South Dakota	6	3	2	11
Tennessee	19	9	4	32
Texas	36	18	8	62
Utah	6	3	2	11

TABLE II (Continued)

States	Teacher Trainer	Stipend Administrators	Non-Stipend Administrators	Total
Vermont	6	3	2	11
Virginia	19	9	4	32
Washington	8	4	2	14
West Virginia	11	5	3	19
Wisconsin	12	5	3	20
Wyoming	6	3	2	11
American Samoa	2	1	0	3
Trust Territories	2	1	0	3
Guam	2	1	0	3
Puerto Rico	13	6	3	22
Virgin Islands	2	1	0	3
Sub-Totals	702	330	165	1,197
Federal Agencies	162			162
TOTALS				1,359

Altogether, 1,680 nominees were recommended to NUEA by state ABE directors. This number included replacement for applicants who had to withdraw. Final rosters submitted to NUEA from the institutes showed a total of 1,232 participants in attendance; 785 attended teacher trainer institutes, including 58 federal participants, and 447 attended administrator institutes.

2. Professional Resource List

One pre-institute task was the identification of consultants in the special subject areas to be emphasized in the institutes, ascertainment of their availability, and the development and distribution of a consultant list. The list consisted mainly of those persons who either indicated definite availability for participation in institute programs or at least indicated a desire to participate. The names and addresses of consultants with their specialty areas was made available to all institutes. (See Appendix B)

3. Publications and Materials

Subsequent to the award of the extension of the ABE grant authorizing the 1967 project, USOE asked NUEA to provide certain materials for circulation at the pre-institute seminar and the summer institutes. In response to this request, NUEA supplied the following:

A 150 page manual entitled, Educational Technology: Preparation and Use in Adult Basic Education Programs. NUEA staff wrote much of the content and selected supporting articles from professional sources. The manual contains topics such as "The Role of Media in Adult Basic Education," "Planning Training Sessions," "Aspects of Selected Media in Adult Basic Education." An extensive bibliography of publications and materials, helpful in expanding an understanding of the new technology and its practices and applications to ABE, is appended.
(1,500 copies distributed)

The bibliography, Materials for the Adult Basic Education Student, prepared by USOE and NUEA, includes a listing of materials related

to the following subject areas: communication skills, computation skills, social studies, the world of work, individual and family development and materials for the Spanish-speaking student. (3,000 distributed)

Materials for the Adult Basic Education Administrator and Teacher, prepared by NUEA, includes the following subject headings: programed instruction, educational technology, administration, teaching methods and materials, understanding the ABE student, counseling and testing. (1,500 distributed)

The Administration of Adult Basic Education - A Manual of Training Materials was prepared by the National Association for Public School Adult Education under a subcontract from NUEA. The training materials are presented in two parts. The first is a series of case studies concerned with the problems of administering a program of adult basic education. The second part consists of guidelines for general approaches in handling situations which arise in the administration of local adult basic education programs. (1,500 distributed)

Adult Basic Education for Personal and Family Development, a curriculum guide, was prepared by the U. S. Office of Education and edited by NUEA as a resource document for developing and strengthening adult basic education programs, recognizing the essential needs and concerns of individuals, families and communities. (2,500 distributed)

The publications prepared by NUEA and USOE were rated on their value to the institute and participants. (See Table III)

TABLE III VALUE OF PUBLICATIONS TO 1967
ABE TRAINING INSTITUTES AND PARTICIPANTS

	Very Helpful	Average	Questionable Value	No Response
Resource Consultants List	2	6	8	3
Bibliography for Administrator and Teacher	13	2	2	2
Bibliography for ABE Student	10	4	3	2
Educational Technology	11	5	1	2
Personal and Family Development	11	5	1	2
Administration of ABE Programs	11	4	2	2

Two additional publications deemed especially useful were distributed to all institutes:

How to Re-Write Materials for Students which was originally presented at the Reading Clinic, State University of Iowa;

Some Selected Examples of Public Library Activities Concerned with the Functionally Illiterate published by the American Library Association.

At the pre-institute seminar, presentations were recorded on video tape by Wayne State University Audio-Visual Center, and later they were edited and converted to seven 16mm sound films. Following the seminar, the films were routed to program directors for showing at the summer institutes. Each institute was then responsible for forwarding the films to another institute, based upon a master shipping

schedule. A brief description of each film was provided. (See Appendix C) All films were returned to NUEA at the conclusion of the institutes and are available to the university staff specialists and state ABE directors upon request.

4. Pre-Institute Seminar

The pre-institute seminar focused primarily on the use of programed instruction and educational technology as a method of meeting the demands of accelerated programs in adult basic education. In addition, the pre-institute seminar provided training and experience in small group discussions, program organization, administration and evaluation, guidance and counseling, and field experience.

The reaction of those who attended the ABE pre-institute seminar was, in the main, favorable. Subsequently interviewed by Educational Psychology Associates, the participants regarded at least 85 per cent of the seminar programs as beneficial.

Likewise, 82 per cent of the program directors indicated in their final reports that the pre-institute seminar was helpful and/or important.

Many of the participants welcomed the pre-institute seminar since it afforded them not only an opportunity to meet with their summer staff, but also an orientation for the summer institutes.

However, many felt that the pre-institute seminar schedule was too heavy. They stated that there was not enough time to absorb the materials and reflect on the presentations. On the whole, participants felt they had benefited from the opportunity for practical experience in operating the equipment used in demonstrations and, even more, in learning to construct the materials themselves.

5. Regional Meetings

State ABE directors met with institute program directors at the USOE regional level to modify the curriculum guide in order to meet regional needs. USOE and NUEA program staff attended many

of these regional meetings in the capacity of resource personnel. The dates and locations of all USOE regional meetings are shown below.

TABLE IV REGIONAL MEETINGS HELD TO MODIFY CURRICULUM GUIDE TO MEET LOCAL NEEDS

Region	Dates	Location
I	April 1-2, 1967	Manchester, New Hampshire
II	April 4, 1967	Newark, New Jersey
III	April 19, 1967	Raleigh, North Carolina
III & IV	April 20-21, 1967	New Orleans, Louisiana
V	March 14-16, 1967	Chicago, Illinois
VI	March 22-23, 1967	Kansas City, Missouri
VII	April 25-26, 1967	Houston, Texas
VIII	April 10, 1967	Denver, Colorado
IX	April 11, 1967	Long Beach, California

6. Institute Syllabus

Each institute was required to submit a syllabus reflecting the requirements of the curriculum guide. The guide listed curriculum elements for administrators, teachers and teacher trainers and was to be used as a frame of reference when the syllabus for each institute was actually developed at the regional level.

The syllabi submitted to NUEA indicated that all institutes basically followed the curriculum guide. Tables V and VI provide comparative data on the syllabi submitted by each institute, administrator and teacher trainer.

B. The Institute Program

The core curriculum stipulated that the teacher trainers and administrators be familiarized with the latest methods and materials of instruction and in educational technology. The institutes, in their final reports, indicated the use of educational technology and the

TABLE V COMPARISON OF COVERAGE OF CURRICULUM GUIDE AS INDICATED IN INSTITUTE SYLLABI 1967 ABE TRAINING PROGRAM

TOPIC	TEACHER TRAINER INSTITUTE I	II	III	IV	V	VI	VII	VIII	O IX	C IX	A IX
Problems of target population	X	X	X	N	N	X	X	X	X	N	X
Solution via ABE	X	N	X	X	N	X	X	X	X	X	X
Development and Implementation of ABE Curriculum	N	N	X	X	X	X	X	X	N	X	X
Content Area Selection	X	X	X	X	X	X	X	X	N	N	X
Materials Selection	N	X	X	X	N	X	X	X	N	X	X
Methods	X	X	X	N	N	X	X	N	N	X	X
Lesson Plan Development	N	X	X	X	N	X	X	N	N	X	X
Testing and Evaluation	X	X	X	X	X	X	X	N	X	X	X
Development of Basic Skills	X	X	X	X	N	N	X	X	N	X	X
The Learning Process - Adult Psychology	X	X	X	N	X	N	N	N	X	X	X
Utilization of Assistants in Classroom	X	N	N	N	N	N	N	N	X	N	N
Guidance and Counseling	X	X	X	N	X	X	X	N	X	X	X

X - Included in Syllabus

N - Not indicated in Syllabus

TABLE V (Continued)

TOPIC	TEACHER TRAINER INSTITUTE I	II	III	IV	V	VI	VII	VIII	O IX	C IX	H IX
Community Relations	X	N	X	N	N	X	X	X	X	X	X
Recruitment and Referral	X	N	X	N	N	X	X	X	N	N	N
Design for pre- and in-service teacher training program	X	N	X	X	X	X	X	X	X	X	X
Techniques of Classroom Observation	N	N	N	N	N	N	X	X	N	X	X
Utilization of VTR	X	N	X	N	X	N	X	N	X	X	X
Coordination of ABE Programs with on-going Adult Education Programs	X	N	N	X	N	N	N	X	N	X	N

X - Included in Syllabus

N - Not indicated in Syllabus

TABLE VI COMPARISON OF COVERAGE OF CURRICULUM GUIDE AS INDICATED IN INSTITUTE SYLLABI 1967 ABE TRAINING PROGRAM

TOPIC	ADMINISTRATOR INSTITUTE I	II	III	IV	V	VI	VII	VIII	IX
Problems of Target Population	N	X	N	X	X	X	X	X	N
Solution via ABE	X	X	X	X	N	X	X	X	X
Federal Legislation and State Administration	X	X	X	X	X	X	X	X	X
Role of Local Administrator	N	X	X	X	X	X	X	X	N
General Principles of Management as Applied to ABE	X	X	X	X	X	X	X	X	N
Budgeting	X	X	N	N	X	X	X	X	X
Record Keeping and Reports	X	X	N	N	X	X	X	X	N
Staff Development	X	X	N	N	X	X	N	X	X
Administrative Relationships	X	X	X	X	X	X	X	X	X
Scheduling ABE Classes and Teacher Training	X	X	N	N	N	X	N	X	N
Identifying the Target Population	N	X	N	X	X	X	X	X	N

X - Included in Syllabus

N - Not indicated in Syllabus

TABLE VI (Continued)

TOPIC	ADMINISTRATOR INSTITUTE I	II	III	IV	V	VI	VII	VIII	IX
Student Recruitment	N	X	N	N	X	X	X	X	N
Curriculum Development and Implementation	X	X	X	X	X	X	X	X	X
Guidance and Counseling	X	X	X	X	X	X	X	X	X
Referral to Jobs, Training and Further Education	N	N	N	N	N	X	X	X	N
Testing for Student Progress	X	N	N	N	X	X	N	X	N
Teacher Training Program	N	X	X	X	N	N	X	X	X
Curriculum Improvement	X	N	X	N	N	X	X	X	N
Identification of Teacher Trainer Needs	X	X	X	X	N	X	X	X	N
Student Follow-up	X	N	X	N	N	N	N	N	N
Funding Needs and Justification	X	X	X	N	N	X	N	X	X
Types of Staff Required	X	X	X	N	X	X	N	N	N
Materials Required	X	X	X	N	N	X	X	X	N

X - Included in Syllabus

N - Not indicated in Syllabus

TABLE VI (Continued)

TOPIC	ADMINISTRATOR INSTITUTE I	II	III	IV	V	VI	VII	VIII	IX
Equipment Required	X	X	X	N	N	X	X	X	X
Space Required	X	X	X	N	N	N	N	X	N
Community and Public Relations	X	X	N	X	N	X	X	X	X
Teacher Recruitment	X	X	N	N	N	N	N	N	N

X - Included in Syllabus

N - Not Indicated in Syllabus

various methods of instruction utilized by staff and speakers.

1. Educational Technology

Table VII lists some of the equipment mentioned in the final reports. Video and audio tape recorders, overhead and 16mm projectors, records and programed instructional materials were utilized extensively. In addition, some institutes made use of closed circuit TV and computer assisted instruction. Equipment listed under "other" included telelecture, reading machines, telewriters, cyclo-teacher audiometer, and telebinoculars.

2. Methods of Instruction

Lectures, group discussions, and practicums were the most commonly employed methods of instruction. Lectures were employed primarily by guest speakers, and for the presentation of new materials. Small group discussion was used in evaluating presentations or topics, in analyzing role playing, and in the evaluation of participants' lesson plans or programed material. Field trips, practice teaching and ABE class observation were the most common form of practicum. However, when possible, participants took part in the operation of video tape recorders and other educational technology equipment.

3. Institute Staff

As in 1966, for the most part, the administrative coordinators held either administrator or faculty posts with the extension divisions of the universities.

The program directors held important national or regional posts in adult education or training. The administrative coordinators and program directors at each institute, and the university staff specialists at the institutes where they were assigned, appear in Appendix D. There was particular interest in the staff aides who were employed for the first time as part of the regional institute staff. Institute reports, in the main, praised the concept and regarded the staff aides as serving a useful role.

TABLE VII

EDUCATIONAL TECHNOLOGY EQUIPMENT USED AT INSTITUTES
1967 ABE TRAINING PROGRAM

Region	I		II		III		IV		V		VI		VII		VIII		IX C		IX O	IX H
	A	TT	A	TT	A	TT	A	TT	A	TT	A	TT	A	TT	A	TT	A	TT	TT	TT
Video Tape Recorders	x	x	x	x		x	x	x	x	x	x	x		x		x	x	x	x	x
Recorders, Tapes, etc.	x	x	x	x			x	x	x	x	x	x	x	x		x	x	x	x	x
Projectors, Films, etc.	x	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x
Closed Circuit TV		x								x				x						x
Computer Asssisted Instruction											x								x	
Programed Instruction Material	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Other	x	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x

X - Used at Institute
A - Administrator Institute
TT - Teacher Trainer Institute
IXC - University of California at Los Angeles
IXO - Oregon State System of Higher Education
IXH - University of Hawaii

Staff aides acted as group leaders, gave presentations in their own areas of specialization, served as liaison between the staff and participants, and joined the daily staff meetings to discuss problem areas and plan future activities. Also, they chaired presentations, served on panels, assisted with AV equipment, arranged practicums, evaluated the institutes, registered participants, supervised material libraries and distributed materials.

In addition to administrative coordinators, program directors, university staff specialists and staff aides, additional staff was sought by the institutes. University staff having the professional background required were also aided by professionals at the state and local levels who could contribute their practical and specialized knowledge to the institute. Only two institutes indicated some difficulty in recruiting instructors. The rest indicated that in assembling a teacher staff they were also able to call on individuals representing educational, publishing and technological firms for demonstrations and display.

Eighteen of the institutes reported that the role of the staff aide was definitely integrated with that of the regular institute staff, and only minor modifications were made in duties from the start of the pre-institute workshops through the conclusion of the institutes.

Sixteen of the institutes indicated, too, that staff aides should be included in future institutes, and their roles expanded. Table VIII lists the sex and number of staff aides employed at each institute.

4. Facilities

Housing, according to the institutes' final report, was provided by every institute. It was either "on-campus" facilities or "university approved" housing. All classes were close by, and at five institutes housing was furnished in the same complex where classes were held.

Housing costs varied according to the arrangements made by the institute. When room costs were listed separately, prices ran from

TABLE VIII SEX AND NUMBER OF STAFF AIDES BY INSTITUTE

Institute	Female	Male
California, University of, at Los Angeles		3
Colorado, University of	1	3
Connecticut, University of	1	4
Florida State University		5
George Washington University	2	3
Hawaii, University of	1	1
Iowa, University of	2	2
Maine, University of	3	2
Missouri, University of, at Kansas City	2	2
Montclair State College	2	2
New York, State University of, at Albany	2	1
North Carolina State University	1	4
Northern Illinois University		5
Oklahoma, University of		5
Oregon State System of Higher Education	1	3
South Carolina, University of		6
Texas, University of	1	4
Wayne State University	2	3
Wyoming, University of		2
TOTAL	21	60

$14.00 to $31.50 per week except in Hawaii, where the cost was considerably higher. Food costs ranged from $11.20 to $22.40 per week. At those institutes where room and board were included in the price, costs ranged from $40.00 to $75.00 per week. (See Table IX)

5. Field Visits

The professional staffs of NUEA, USOE and NAPSAE visited the institutes of 18 participating universities while the institutes were in operation as part of a continuous monitoring plan.

The institutes visited are shown in Table X.

C. University Staff Specialist

The employment of year-round university staff specialists and graduate assistants in adult basic education at nine regional institutes, in accordance with the purchase order, has added a new dimension to ABE programs. Because of their familiarity with the curriculum and the training programs, the staff specialists are supplying professional aid to administrators and teacher trainers in implementing acquired kills and knowledge for pre- and in-service training programs for ABE teachers at the local level. They have established working relationships with the state ABE directors and USOE regional program officers and are maintaining contacts with the institute participants. Adult basic education courses are being developed at the universities in their regions, and some staff specialists are teaching ABE courses. In addition, they are involved in several ABE projects designed to meet special regional needs. The specialists have also been in contact with many other professionals in their regions and have been gathering and disseminating ABE materials to participants and other ABE personnel in the field. (See Appendix D)

TABLE IX

INSTITUTE FACILITIES

Institute	Room	Board
California, University of at Los Angeles	$75 per week	
Colorado, University of	$40-$50 per week	
Connecticut, University of	$56 per week	
Florida State University	$40-$49.50 per week	
George Washington University	$17.50 per week	$1.07 per day
Hawaii, University of	$15 per day	$5.75 per day
Iowa, University of	$3.50-$4.50 per day	$3.00 per day
Maine, University of	$10-$14 per week	$15 for 5 days; $18 for 7 days
Missouri, University of At Kansas City	$17.50 per week	$3.20 per day
Montclair State College	$40 per week	
New York, State University of at Albany	$40 per week	

TABLE IX (Continued)

Institute	Room	Board
North Carolina State University	$14 per week	---
Northern Illinois University	$33-$45 for 2 weeks	$29.10 for 2 weeks
Oklahoma, University of	$6-$7.50 per day singles $18 per day family cottages	$3.50 per day
Oregon State System of Higher Education	$7-$9 per day	
South Carolina, University of	$17-$24 per week	---
Texas, University of	$60 per week	
Wayne State University	$4, $5, & $7 per day	---
Wyoming, University of	$2.25-$3 per day	$3.50 per day

TABLE X

FIELD VISITS BY USOE, NUEA AND NAPSAE
DURING 1967 SUMMER ABE INSTITUTES

Institute	USOE	NUEA	NAPSAE
California, University of at Los Angeles		Lynn Mack	
Colorado, University of	Roy Minnis	Lynn Mack	
Connecticut, University of	Douglas Kelly	Gerald Foster	
Florida State University		Robert Pitchell Lynn Mack	James Dorland
George Washington University	Jules Pagano Douglas Kelly William Neufeld Gene Sullivan	Robert Pitchell Herb Nichols Betty Earnest Maurice Iverson Lois Langner	
Hawaii, University of	Derek Nunney		
Iowa, University of	Derek Nunney Harry Hilton Roy Minnis	Calvin Hughes	
Maine, University of		Gerald Foster	
Missouri, University of at Kansas City	Harry Hilton Thaine McCormick	Robert Pitchell Herb Nichols Betty Earnest	James Dorland

TABLE X (Continued)

Institute	USOE	NUEA	NAPSAE
Montclair State College	Grace Hewell Mildred Glazer	Calvin Hughes	
New York, State University of at Albany	Grace Hewell	Maurice Iverson	Donald Carlson
North Carolina State University	William Neufeld George Wallace	Betty Earnest	
Northern Illinois University		Calvin Hughes	
Oklahoma, University of	Mil Lieberthal George Blassingame		
Oregon State System of Higher Education	Pedro Sanchez	Lynn Mack Herb Nichols	
South Carolina, University of	George Blassingame Sally Zinno	Betty Earnest	
Wayne State University	Joseph Hill	Joseph Paige Calvin Hughes	
Wyoming, University of	Mil Lieberthal		

IV. EVALUATION OF THE 1967 ABE PROGRAM

A. Evaluation Structure

The 1967 evaluation follows the "Systems Analysis and Evaluation Model" employed in the assessment of the 1966 ABE Teacher Training Program. Data will permit analysis in the following areas: demographic information; curriculum documentation; staff aide impact and effectiveness; participant achievement, attitudinal and behavioral change; institute program effectiveness; impact of institutes on state and local programs and on universities conducting them; and systematic follow-up of participants to evaluate the impact of the institutes on later activities. Elements of the program to be evaluated are as follows:

1. Participants

Biographical data and information pertaining to achievement, attitude change and behavior change will be sought. Personal field interviews and objective questionnaire instruments will be used to follow-up a stratified random sample of participants (approximately 10 per cent) during 1968.

2. Program Directors

A standard activities log was provided to the program directors to record institute activities. A final report, program evaluation, and appraisal of staff aides will be requested from all program directors.

3. Administrative Coordinators

An assessment of the impact of the 1967 ABE Training Program on the participating universities will be requested from all administrative coordinators.

4. Staff Aides

Biographical data, job descriptions and program evaluations

will be requested from all staff aides.

5. State ABE Directors

Data on the impact of the institutes on state and local programs will be requested from state ABE directors.

6. Institute Syllabi

The syllabi will be reviewed to identify alterations toward the goal of improving future institutes.

Consequent to proposals that were solicited by NUEA from four universities and three commercial concerns, Educational Psychology Associates of Ann Arbor, Michigan was designated as subcontractor to evaluate the 1967 ABE Training Program. In accordance with the contractual agreements, EPA submitted a status report on October 21, 1967, to indicate progress of the evaluation of the 1967 ABE Training Program. This report dealt mainly with the procedures involved in the construction of the evaluation instruments and in the data collected to date. An edited copy of the first status report appears as Appendix E.

The next progress report from EPA was due on or about January 1, 1968. At NUEA's request, this due date was moved up to December 1, 1967, in order to include some of the material in this Fourth Progress Report. Unfortunately, this plan appeared to be too ambitious. Data processed thus far, includes material from only nine of the nineteen regional institutes. It would be extremely hazardous to attempt an analysis of the results with over 50 per cent of the data still not processed. However, the information submitted by EPA is included as Appendix F and G for those who wish to peruse this material for present trends. Caution should be taken not to misinterpret the data presented as representative of what the final results may be.

B. Nominee Dropout Analysis

In addition to the subcontract awarded to EPA, NUEA is conducting

some evaluation of its own. As part of its overall evaluation, NUEA constructed a questionnaire which was distributed to all institute nominees recommended for participation who did not attend an institute. More than 400 questionnaires were sent out in September 1967. By November 15, 1967, 219 questionnaires had been returned. The information was coded and tabulated.

An initial analysis was made for inclusion in this report. As Table XI reveals, approximately 50 per cent of the 219 listed their role in ABE as teachers. Approximately 42 per cent were listed as administrators or supervisors, while four per cent reported no role in ABE. About ten per cent listed "other" as their answer, and among some of the categories listed are OEO agency staff, prison and welfare personnel, and other federal employees. The total is greater than 100 per cent due to possible multiple answers.

TABLE XI RESPONSES FROM NOMINEES WHO DID NOT ATTEND INSTITUTES

Role in ABE	Response Frequency	Per Cent of Response
Teacher	109	50
Administrator	63	29
Supervisor	29	13
None	9	4
Other	22	10

The questionnaire asked if the financial classification influenced the nominee's decision not to attend. As indicated earlier, payments to participants were under three classifications:

1. Travel and stipend payments (teacher trainers and stipend administrators)
2. Travel, but not stipend payments (non-stipend administrators)
3. Neither travel nor stipend payments (federal participants).

According to Table XII, eighty-three per cent responded that they were to receive travel and stipend allowances, and that this was no factor in their decision. One half of one per cent replied that the stipulation that they were to receive travel only determined their decision not to attend. Four per cent of those who were to receive travel only said it did not affect their decision. Almost two per cent declined because they were to receive neither travel nor stipend, while one and one half per cent said that this category had no effect on their decision. Nine per cent did not respond to this question.

TABLE XII RESPONSES FROM NOMINEES WHO DID NOT ATTEND INSTITUTES

Influence of Financial Classification	Response Frequency	Per Cent
Travel and stipend: No effect on decision	181	83
Travel only: Affected decision	1	0.5
Travel only: No effect on decision	10	4
No Travel or stipend: Affected decision	4	2
No travel or stipend: No effect on decision	3	1.5
No Response	20	9
	219	100

Respondents were asked to check the reason for not attending the institute. As Table XIII shows, the reason checked most often (31 per cent) was that the dates of the institute conflicted with duties. Twenty-eight per cent checked "personal or family reasons." Eighteen per cent cited "change in jobs or job requirements." Sixteen per cent said they would have attended if institutes had been scheduled at a different time, while four per cent said they would have attended if the institute had been held at a different place. Twelve per cent stated that they could have attended had they received earlier notification of acceptance. One per cent reported that they were no

longer involved in ABE programs. Twenty per cent checked the "other" column. Although a few of the respondents expanded on their answers, some remarks were:

"I was asked to let the new supervisor attend."

"Racial tension in (city of institute) was too high."

"Availability of a better participant."

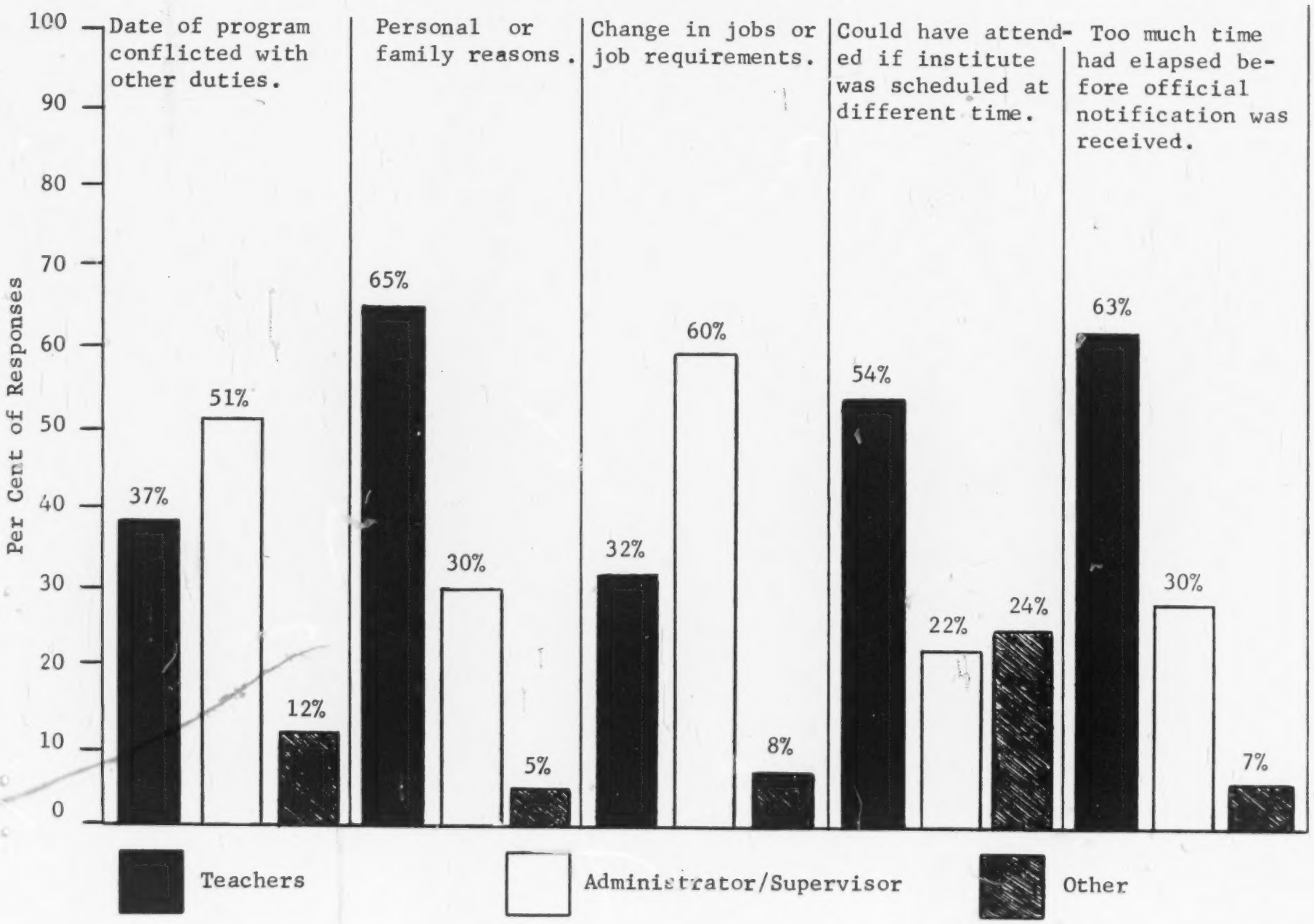
"Mail was not forwarded to my new address in. . . "

TABLE XIII RESPONSES FROM NOMINEES WHO DID NOT ATTEND INSTITUTES

Reasons for not attending	Response Frequency	Per Cent of Response
Dates of program conflicted with duties	68	31
Personal or family reasons	60	28
Change in jobs or job requirements	38	18
Would have attended if institute had been scheduled at a different time	37	16
Too much time elapsed before official notification was received	27	12
Would have attended if institute had been at a different place	10	4
No longer involved in ABE program	3	1
Other reasons	45	20
No response	4	2

As indicated on the graph on page 38, 51 per cent of the 68 responses to "Dates of program conflicted with other duties" were from nominees who classified themselves as administrators/supervisors. Teachers comprised 37 per cent of the respondents in this category. Administrators/supervisors were also the dominant group in the "Change in job or job requirements" category, totaling 60 per cent of the 60 responses, while 32 per cent were teachers.

REASONS FOR NOT ATTENDING 1967 ABE TRAINING INSTITUTE
BY ABE ROLE IN PER CENT



Of the number declining because of "Personal or family reasons," 65 per cent were teachers while 30 per cent were administrators/ supervisors. Of the 37 who responded to "Would have attended if institute had been scheduled at a different time," 54 per cent were teachers, 22 per cent administrators/supervisors. Of those indicating "Too much time elapsed before official notification was received" 63 per cent were teachers while 30 per cent were administrators/ supervisors.

The nominees who withdrew were then asked if they would be interested in attending some future ABE institute. Ninety per cent responded "yes", seven per cent "no", while three per cent did not answer. (Table XIV)

TABLE XIV RESPONSES FROM NOMINEES WHO DID NOT ATTEND INSTITUTES

Interested in attending future institutes	Response Frequency	Per Cent
Yes	198	90
No	15	7
No Response	6	3

APPENDIX A

1967 CURRICULUM ADVISORY GROUP

STATE DIRECTORS ADVISORY GROUP

Gary A. Eyre, Head, Adult Education Section, Division of Education Beyond High School, State Department of Education, Colorado

C. J. Johnston, Chief, Bureau of Adult Education, State Department of Public Instruction, Iowa

Thomas W. Mann, Director of Adult Education, Office of Public Instruction, Illinois

John Moran, State Supervisor, Adult Basic Education, State Department of Education, Maine

Monroe C. Neff, Director, Division of Adult Education and Community Services, State Board of Education, North Carolina (Presently Director, Division of Continuing Education, State Education Department, New York)

Stanley Sworder, Chief, Bureau of Adult Education, State Department of Education, California

Joe Timkin, Director, Adult Basic Education, State Department of Education, Oklahoma

Curtis Ulmer, Coordinator, Adult Basic Education, State Department of Education, Florida

Clyde E. Weinhold, Director, Bureau of Academic and Adult Education, State Department of Education, New Jersey

PRESIDENT'S ADVISORY COMMITTEE ON ADULT EDUCATION

E. Roby Leighton, Director of Adult Basic Education, State Department of Public Instruction, Arizona

UNITED STATES OFFICE OF EDUCATION

Consultants

Joseph E. Hill, Associate Dean of the Graduate Division, Wayne State University, Detroit, Michigan

John M. McKee, Executive Director, Rehabilitation Research Foundation, Elmore, Alabama

O. William Perlmutter, Dean, College of Arts and Sciences, State University of New York at Albany, Albany, New York

NATIONAL UNIVERSITY EXTENSION ASSOCIATION

Consultants

William E. Barron, Director, Office of Extension Teaching and Field Service Bureau, University of Texas, Austin, Texas

Robert Barnes, University of California at Davis, Davis, California

Sam E. Hand, Director of Continuing Education, Florida State University, Tallahassee, Florida

NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION

Consultants

Joseph A. Mangano, Associate, Continuing Education, State Education Department, Albany, New York

Frank Commander, Director, Adult Basic Education, State Department of Education, Columbia, South Carolina

Frank B. Lawrence, Assistant to the Assistant Superintendent, Adult Education, Vocational Education and Summer Schools, District of Columbia Public Schools, Washington, D. C.

APPENDIX B

PROFESSIONAL RESOURCE LIST

FOR THE

1967 ADULT BASIC EDUCATION PROGRAM

Name and Present Position	Specialization
ADAIR, J. B. Prof., Adult Education North Carolina State University Raleigh, North Carolina	Use of educational technology; methods of teaching reading and communication skills.
AKER, George F., Prof.; Head, Dept. of Adult Education Florida State University Tallahassee, Florida	Psychological factors affecting adult learning; methods of adult instruction; evaluation of ABE programs.
ARGENTO, Barry J. Chief, Staff Training Systems and Operations Branch Job Corps, Office of Economic Opportunity 1200 - 19th Street, N. W. Washington, D. C. 20506	Training of teachers and counselors for use of materials for instructing illiterate adults.
ARNSTEIN, George E. Project Director National Education Association 1201 - 16th Street, N. W. Washington, D. C. 20036	Manpower development; impact of technological change (automation); employment problems of the disadvantaged.
AST, Ray J. Director, Adult Education Resource Center Montclair State College Upper Montclair, New Jersey	Organization and management; inter-agency cooperation in community; material evaluation guidelines; pre-service and in-service training.

Name and Present Position	Specialization
ATWOOD, H. Mason Asst. Prof., Adult Education Indiana University Bloomington, Indiana	Principles of adult learning; characteristics of the under-educated adult; program planning for adult education.
AXFORD, Roger W. Director, Adult Education Associate Professor, Education Northern Illinois University DeKalb, Illinois	"Reading Improvement--Key to Knowledge!";"Promoting the Adult Education Story!";"Understanding the Adult Learner"; "Who is an Ideal Adult Education Teacher?"
BANKS, Virginia, Consultant Colorado Department of Education 420 State Office Building Denver, Colorado 80203	Curriculum and instruction in adult basic education.
BARNES, Robert F., Assistant Prof., Dept. of Agricultural Ed. at University of California at Davis Davis, California 95616	Barriers in adult basic education; the role of the teacher; the effect of verbal and non-verbal communications.
BOONE, Edgar J., Professor, Dir., Dept. of Adult Education North Carolina State University Raleigh, North Carolina	Curriculum development process in adult basic education.
BRADTMUELLER, Weldon G. Consultant, ABE State Department of Education Tallahassee, Florida	Principles of teaching reading; selection and utilization of instructional materials; diagnostic teaching of reading.
BRAZZIEL, William F. Dir., General Education Virginia State College Norfolk, Virginia	Psychological-sociological characteristics of ABE students; recruitment; curriculum development and evaluation; program evaluation.
BROWN, Harold C. Sociologist and Assoc. Prof. Division of Urban Affairs University of Delaware Newark, Delaware	Population analysis and urban sociology.

Name and Present Position	Specialization
BROWN, Edward T. Dir., Regional Curriculum Project 50 Whitehall Street, S. W. Atlanta, Georgia 30303	Individualized remedial instruction with auto-instructional, programed, and other special-type materials.
BURMAN, Arthur C. Coordinator, Extension Classes Division of Adult Education and Community Service University of Wyoming Laramie, Wyoming	Socio-psychological characteristics of the undereducated; understanding and motivating adult basic education students; adult learning.
BUTCHER, Donald G. Coordinator, Adult Education & Community Service Program Michigan Dept. of Education 123 West Ottawa Street Lansing, Michigan 48933	Establishing high school completion programs; developing comprehensive community education programs; organizing a community to mobilize its physical and human resources.
CANTELOPE, Leo J. Dir. of College Centers for Adult Continuing Education N. J. State Dept. of Education Willingboro, New Jersey	Pre-service and in-service teacher training programs; training programs for directors of ABE.
CICCARIELA, Bruno Senior Supervisor Mass. State Dept. of Education 200 Newbury Street Boston, Massachusetts 02116	Role of the teacher; curriculum; methodology; English as a second language; recruitment; psychology of the undereducated.
COMMANDER, Frank Asst. Director Division of Adult Education S. C. State Dept. of Education 1001 Main Street Columbia, South Carolina 29202	Administration.

Name and Present Position	Specialization
COOPER, Charles P. Coord., Conferences & Institutes & Noncredit Evening Classes Division of Adult Education & Community Service University of Wyoming 1907 Custer Laramie, Wyoming 82070	Administration, organization and management of classes.
CROFT, Fred A. Dir., Migrant Education Ind. State Dept. of Public Instruction Rm. 227 State House Indianapolis, Indiana 46204	Program specialist in the education of seasonal and migratory farm workers; working with Spanish-speaking Mexican Americans.
CURRY, Robert Assoc. Prof. and Director of Reading Laboratory College of Education University of Oklahoma Norman, Oklahoma	Development of reading and language skills.
DeBOW, George W. Dir., ABE Programs S.D. State Dept. of Public Instruction Pierre, South Dakota 57501	Finance and budgeting of programs; cooperative financing of projects.
DECK, James B. State Supervisory ABE Programs 286 E. Capitol Building Charleston, West Virginia 25305	Promotion; recruitment; general supervision.
DORLAND, James B. Asst. Dir., Division of Adult Education Service National Education Assoc. 1201 - 16th Street, N. W. Washington, D. C. 20036	"How to Effect Educational Change Through Legislation--An Overview and A Look Ahead."

Name and Present Position	Specialization
DORSEY, James D. Consultant Conn. State Dept. of Education State Office Building Hartford, Connecticut 06115	Public relations; legislation; advisory committees.
EYRE, Gary A. Section Head Colo. Dept. of Education 420 State Office Building Denver, Colorado 80203	Adult education administration; adult basic education; high school completion; general educational development.
FARLEY, Jere Dir., Adult Education Tenn. State Dept. of Education 141 Cordell Hull Building Nashville, Tennessee 37219	Organization and administration of state and local programs.
FARLING, John J. Asst. Dir., Continuing Education University of Connecticut Storrs, Connecticut 06268	Administration of conferences, institutes and noncredit courses for educational and business enterprises.
FERGUSON, Alex P. Prof. Psychology Willimantic State College Willimantic, Connecticut	Testing methods and application.
FITZGERALD, Hunter A. Supervisor, ABE Los Angeles City Schools 27667 S. Flaming Arrow Palos Verdes, California	Supervision of adult basic education programs.
GAMBACORTA, Rocco Administrator, ABE State Dept. of Education 225 West State Street Trenton, New Jersey 08625	Administration, state and local level; recruitment; guidance; advisory committees.

Name and Present Position	Specialization
GARTNER, Richard Director, ABE Texas Education Agency 3608 Talleson Terrace Austin, Texas 78704	Adapting materials; teaching techniques; teacher in-service training.
GHAN, Bill Coordinator of Civil Defense Mo. State Dept. of Education P. O. Box 480 Jefferson City, Missouri 65101	Administration
HERSHEY, Harvey Staff Specialist, ABE Wayne State University Detroit, Michigan	Administration of local and state ABE programs; ABE teacher education programs.
HEWELL, Grace L. Program Officer Adult Education Programs Region II, BAVL HEW, Office of Education 42 Broadway New York, New York	Community study and analysis; comprehensive community planning and program development; psycho-social needs; characteristics of low income adults.
HILL, Leonard R. Consultant, ABE State Dept. of Nebraska 12th Floor State Capitol Building Lincoln, Nebraska 68509	Sociological implications in adult basic education instruction.
HOUGHTON, Alfred T. Chief, Bureau of Basic Continuing Education N. Y. State Education Dept. Albany, New York 12224	Administration on state and local level.

Name and Present Position	Specialization
GARTNER, Richard Director, ABE Texas Education Agency 3608 Talleson Terrace Austin, Texas 78704	Adapting materials; teaching techniques; teacher in-service training.
GHAN, Bill Coordinator of Civil Defense Mo. State Dept. of Education P. O. Box 480 Jefferson City, Missouri 65101	Administration
HERSHEY, Harvey Staff Specialist, ABE Wayne State University Detroit, Michigan	Administration of local and state ABE programs; ABE teacher education programs.
HEWELL, Grace L. Program Officer Adult Education Programs Region II, BAVL HEW, Office of Education 42 Broadway New York, New York	Community study and analysis; comprehensive community planning and program development; psycho-social needs; characteristics of low income adults.
HILL, Leonard R. Consultant, ABE State Dept. of Nebraska 12th Floor State Capitol Building Lincoln, Nebraska 68509	Sociological implications in adult basic education instruction.
HOUGHTON, Alfred T. Chief, Bureau of Basic Continuing Education N. Y. State Education Dept. Albany, New York 12224	Administration on state and local level.

Name and Present Position	Specialization
HURST, Charles G., Jr. Assoc. Dean Dir., Communication Sciences Research Center College of Liberal Arts Howard University Washington, D. C.	Speech and language development; speech and language problems of the disadvantaged; communication barriers; interpersonal and race relations.
HYER, Anna L. Executive Secretary National Education Assoc. Dept. of AV Instruction 1201 - 16th Street, N. W. Washington, D. C. 20036	Can furnish bibliographies and sample publications dealing with instructional media and educational technology.
JAHNS, Irwin R. Asst. Prof. Dept. of Adult Education Florida State University Tallahassee, Florida	Program development and evaluation; training.
JOHNSTON, C. J. Chief, Adult Education Ia. State Dept. of Public Instruction State Office Building Des Moines, Iowa	Administration; recruitment and promotion.
KINCAID, Gerald L. Language Arts Consultant Minn. State Dept. of Education Centennial Building St. Paul, Minnesota 55101	Communication and language blocks to learning and communication.
KNOTTS, Jim L. State Director Adult Education State Capitol Building Baton Rouge, Louisiana 70804	Guidance and counseling for ABE students.

Name and Present Position	Specialization
KOEHLER, William E. Dir., Division of Extension Education Pittsburgh Public Schools 341 S. Bellefield Avenue Pittsburgh, Pennsylvania 15213	Organization and administration of adult basic schools in the basic schools in the city. Aided in development of film series "Adult Basic Education and the Teacher."
LAWRENCE, Frank B. Asst. to the Asst. Superintendent D. C. Public Schools 13th and K Streets, N. W. Washington, D.C. 20005	Administration of adult education programs; utilization of community resources.
LEE, W. W. Consultant, ABE State Dept. Public Instruction Kansas State Education Building 120 East 10th Street Topeka, Kansas 66612	Suggestions and ideas for holding power after recruitment and enrollment; presentation of materials to the adult learner.
LEIGHTON, E. Roby Dir., ABE State Dept. of Public Instruction 1333 W. Camelback Road Suite 211 Phoenix, Arizona 85013	Bilingual, bicultural adult education; value orientations; innovative programs to individualize instruction and to utilize volunteers under a State department program.
LeVINE, James Administrator Hawaii State Dept. of Education 1106 Koko Head Avenue Honolulu, Hawaii 96816	Administration and curriculum.
LUKE, Robert A. Executive Secretary National Assoc. for Public School Adult Education 1201 - 16th Street, N. W. Washington, D. C. 20036	"Effecting Community and Hierarchial Change"; development of training design for pre and in-service professional education.

Name and Present Position	Specialization
LYON, W. Bemon Asst. State Superintendent State Dept. of Education State Office Building Montgomery, Alabama 36104	Administration.
MARKLE, Susan M. Head, Programed Instruction Office of Instructional Resources University of Illinois Chicago, Illinois 60608	Training of programers; evaluation and development of instructional materials through application of the programing process. (Prefer to be represented by a programed film on the programing process - 16 color.)
MARSH, C. Paul Assoc. Prof. Dept. of Sociology North Carolina State University Raleigh, North Carolina	Some aspects of American social structure and their implications for adult basic education.
McKEE, John M. Dir., Rehabilitation Research Foundation Draper Correctional Center P. O. Box 1107 Elmore, Alabama 36025	Individualized instruction; programed instruction; motivational techniques; learning theory.
MINICH, Carl E. Lecturer, State University of N. Y. at Buffalo Dir., Amherst Adult School 4301 Main Street Buffalo, New York 14226	Administration; pre and in-service training programs; staffing and personnel problems; public relations; promotion and publicity; evaluation; school management.
MINNIS, Roy B. Program Officer U. S. Office of Education Region VIII, D/HEW 7889 E. Kenyon Avenue Denver, Colorado 80237	Administration; instructional materials; curriculum; organized Adult Basic Education for U.S.O.E., three teacher training workshops.

Name and Present Position	Specialization
MORAN, John P. State Supervisor, State House Augusta, Maine	Administration.
NADLER, Leonard Assoc. Prof. Adult Education George Washington University Washington, D. C.	Teacher training; training of trainers; training design; working with disadvantaged.
NEFF, Monroe C. Asst. Dir. State Dept. of Community Colleges State Dir. of Adult Education and Community Service State Board of Education Raleigh, North Carolina	Administration; program supervision; developmental tasks of adults.
NEUFELD, William Program Officer U. S. Office of Education Region III, D/HEW 220 - 7th Street, N. E. Charlottesville, Virginia 22901	Regional planning; adult education in Africa.
NEWSOM, William M. Supervisor, ABE R.I. Dept. of Education Roger Williams Building Hayes Street Providence, Rhode Island	Administration.
OFEISH, Gabriel D. Prof. of Education Catholic University of America Dir., Center for Educational Technology Washington, D.C. 20017	Educational technology.

Name and Present Position	Specialization
OLIVERO, James L. Asst. Secretary National Commission on Teacher Education and Professional Standards National Education Assoc. 1201 - 16th Street, N. W. Washington, D. C. 20036	Development of teacher aide programs; establishment of individualized performance curricula in reading; mathematics, industrial arts, home economics, business education.
OTTO, Wayne Assoc. Prof. University of Wisconsin Madison, Wisconsin	Basic instruction in reading.
PATTISON, Rose Mary Dir., ABE State Dept. of Education 277 State House Indianapolis, Indiana 46204	Counseling; organization; administration.
PERRIL, Lester S. Coord. of Adult Education College of Education Arizona State University Tempe, Arizona	Social background of low economic and low education groups in U.S.; development of an ABE program to meet community needs; getting a program started; evaluation methods.
POPHAM, W. James Assoc. Prof. University of California Encino, California 91316	Educational objectives; instructional methodology; evaluation; teacher preparation.
REYNOLDS, Rex Industrial Relations Center University of Chicago Chicago, Illinois 60637	Programed instruction.

Name and Present Position	Specialization
RINEY, Ruby Part-time ABE Teacher Elementary Teacher 1611 Penn. Avenue, N. Minneapolis, Minnesota 55411	Teaching non-readers; operating teaching machines, i.e., controlled reader; tachistoscope.
ROWLES, Richard W. Dir., ABE State Dept. of Education Capitol Building Cheyenne, Wyoming	Administration of adult basic education at state level.
SHELTON, Donald K. Dir., ABE State Dept. of Education 305 Public Service Building Salem, Oregon 93710	Administration.
SHEVLIN, Mona B. School of Education Catholic University of America Washington, D. C. 20017	Guidance and counseling.
STRUMBECK, Ronald E State Supervisor, Adult Education Dept. of Public Instruction 32 Old Oak Road Newark, Delaware 19711	Administration
SUPPLE, Robert V. Prof. of Education University of Maine Orono, Maine 04473	Administration; philosphy of ABE; social living and citizenship; social sciences and methodology of instruction.
TEICHERT, Robert H. Specialist, Adult Education Utah State Board of Education 1400 E. S. Temple Salt Lake City, Utah 84111	Psychology of learning - adult psychology; sociology of poverty organization and administration of adult education programs.

Name and Present Position	Specialization
TIMKEN, Joe E. State Director, ABE State Dept. of Education Oklahoma City, Oklahoma 73105	Identification and use of educational opinion leaders as a source for community support and for continuing educational experiences in adult learning for ABE students.
TIMMONS, George Dir., ABE Programs Region, IX Assoc. Prof. of Education Portland State College Portland, Oregon 97207	Organization and administration of adult education programs.
TROY, Claire E. Coordinator, ABE State Dept. of Public Instruction P. O. Box 911 Harrisburg, Pennsylvania 17126	Program administration.
Von BRAUCHITSCH, Mathias Executive Producer NAEB DAVI 4337 Fifth Avenue Pittsburgh, Pennsylvania 15213	Use of television in adult basic education.
WARREN, Virginia B. (Free Lance Writer and Publicist in Education) 616 D Street, S. E. Washington, D. C. 20003	Preparation of material for students and teacher trainers; publicizing and promoting adult basic education programs for student recruitment and public support; author "Adult Basic Education: A Guide for Teachers and Teacher Trainers."

Name and Present Position	Specialization
WEDBERG, Desmond P. Dir., Center for Educational Technology College of Education University of Maryland College Park, Maryland	Instructional implications of educational technology; administering instructional media services.

Note:

This listing is abridged from the Professional Resource List which was prepared for the 1967 Institutes, and which contained also telephone numbers and dates of availability.

PROFESSIONAL RESOURCE LIST

FOR THE

1967 ADULT BASIC EDUCATION PROGRAM

United States Office of Education
Division of Adult Education Personnel
Regional Office Building
7th and D Streets, S. W.
Washington, D. C. 20202

Mr. Jules Pagano, Director
Adult Education Programs

Dr. Derek N. Nunney, Director
Adult Basic Education Program

Mr. Hy Hoffman, Chief
State Plan Program Operations

Mr. Mil Lieberthal, Chief
Program Development

PROFESSIONAL RESOURCE LIST

FOR THE

1967 ADULT BASIC EDUCATION PROGRAM

National University Extension Association

1820 Massachusetts Avenue, N. W.

Washington, D. C. 20036

Dr. Robert Pitchell
Executive Director

Mr. Lynn Mack
Project Manager

Dr. Gerald Foster
Program Director

Dr. Joseph Paige
Consultant

Dr. Maurice T. Iverson
Consultant

Miss Betty Earnest
Programed Instruction
Specialist

Mr. Herbert Nichols
Education Media Specialist

APPENDIX C

FILMS FROM THE ADULT BASIC EDUCATION

PRE-INSTITUTE SEMINAR

Detroit -- May, 1967

1. Dr. Nancy Schlossberg and Dr. Stanley Caplan -- Guidance and Counseling in Adult Basic Education
Part 1, 27 minutes; Part 2, 28 minutes *

Dr. Schlossberg discusses the need to examine our prejudices when dealing with older adult basic education students. Dr. Caplan adds discussion of other prejudices.

Stress is placed on the importance of using professionally trained counselors. It is advocated that paraprofessionals be used but under the supervision of trained professionals. It is felt that teachers, on the whole, do not make good counselors inasmuch as they generally have directive personalities.

2. Dr. John McKee -- Management of Individualized Learning
38 minutes *

Dr. McKee describes the use of programed instruction, diagnosis, the signed contract and other incentives at the State Penitentiary in Elmore, Alabama.

McKee discusses ABE in a prison setting but the principles involved are applicable for all undereducated adults.

3. Dr. Derek Nunney -- Problems and Innovation in Adult Basic Education
24 minutes *

This speech provides a discussion of the overall purposes of

* Approximate length

adult basic education and the problems confronting such a program.

Information is given on the numbers of undereducated adults in this country and their various levels of competencies in the basic skills, with emphasis being given to the necessity of increasing the efficiency of instruction. Stress is placed on the importance of individualized instruction, and the place and uses of educational technology as related to adult basic education.

Nunney ends the presentation with a challenge to teachers and administrators calling for innovation. A discussion of the new and crucial role of teachers in individualized learning situations should follow this film.

4. Mr. Jules Pagano -- Federal Role in Adult Education
27 minutes *

Mr. Pagano discusses the Federal government's concern about functional illiteracy. He predicts the government will eventually move into the field of high school education for adults. He points out that this is a new field, without the sometimes encumbrance of the past.

5. Dr. William Perlmutter -- Human Values in Adult Basic Education
25 minutes *

Dr. Perlmutter discusses the exciting nature of adult basic education. He points out that the adult basic education student must also be exposed to the arts, to creativity, and possibly to being creative himself.

6. Dr. James Popham -- Establishing Instructional Objectives
27 minutes *

Dr. Popham analyzes teacher training programs in existing institutions and discusses a design for improving such programs. The elements in good teacher training programs, from establishing specific behavorial objectives to evaluation, also apply to good programing. Stress is placed on personalizing instruction in terms of individualized means and individualized ends.

* Approximate length

7. Mrs. Florence Striph -- Programed Instruction in Adult Basic Education
43 minutes

Mrs. Striph describes an experimental study she directed at Garden City, Michigan. This group involved high school drop-outs with a range of reading ability starting at 2.5 level. The control group was given conventional instruction; the other group received programed instruction. Dramatic comparisons are described. Mrs. Striph then discusses the use of programed instruction in Macomb County Community College, working with teachers, diagnosing difficulties and using other educational techniques.

* Approximate length

APPENDIX D

ADMINISTRATIVE COORDINATORS, PROGRAM DIRECTORS

AND UNIVERSITY STAFF SPECIALISTS AT

THE 1967 ABE TRAINING INSTITUTES

Extension Dean or Director	Administrative Coordinator	Program Director	University Staff Specialist
California, University of Dean Paul H. Sheats University Extension Los Angeles, California	Robert Kindred University of California Extension, UCLA Los Angeles, California	Hunter Fitzgerald University of California Extension, UCLA Los Angeles, California	Edgar Easley Urban Affairs Adm. University of California at Los Angeles Los Angeles, California
Colorado, University of Dean D. Mack Easton Extension Division Boulder, Colorado	Dean D. Mack Easton Extension Division Boulder, Colorado	Clay N. Berg, Jr. Bureau of Class Instruction University of Colorado Boulder, Colorado	Vincent J. Amanna Extension Division University of Colorado Boulder, Colorado

Extension Dean or Director	Administrative Coordinator	Program Director	University Staff Specialist
Connecticut, University of Dean Robert B. Norris Division of University Extension Storrs, Connecticut	Mr. John J. Farling Continuing Education Center University of Connecticut Storrs, Connecticut	Dr. Alex Ferguson Willimantic State College Willimantic, Connecticut	Stanley J. McConner, Sr. Division of Urban Ext. University of Connecticut Storrs, Connecticut
Florida State University Director Samuel E. Hand Off Campus Instruction Tallahassee, Florida	Dr. Charles O. Jones Office of Continuing Ed. Florida State University Tallahassee, Florida	Dr. Irwin R. Jahns Assistant Professor of Adult Education Florida State University Tallahassee, Florida	Henry G. Brady Dept. of Adult Education Florida State University Tallahassee, Florida
George Washington Univ. Dean Eugene R. Magruder College of General Studies Washington, D. C.	Dr. Clark Trundle School of Education George Washington Univ. Washington, D. C.	Mrs. Thelma Cornish Supervisor of Adult Basic Education Maryland State Dept. of Education Baltimore, Maryland	

Extension Dean or Director	Administrative Coordinator	Program Director	University Staff Specialist
Hawaii, University of Acting Dean William D. Lampard College of General Studies University of Hawaii Honolulu, Hawaii	 Acting Dean William D. Lampard College of General Studies University of Hawaii Honolulu, Hawaii	 Dr. Donald Klopf College of General Studies University of Hawaii Honolulu, Hawaii	
Iowa, University of Dean Robert F. Ray Division of Extension and University Services University of Iowa Iowa City, Iowa	 Dr. Gordon B. Wasinger Extension Class Service University of Iowa Iowa City, Iowa	 Dr. J. Leonard Davies Bureau of Instructional Services University of Iowa Iowa City, Iowa	
Maine, University of Director John M. Blake Continuing Education Division Extension Service Orono, Maine	 Dr. Robert Supple University of Maine Orono, Maine	 Dr. Mary Mulvey Division of Adult Ed. Board of Education Public School Dept. Providence, Rhode Island	

Extension Dean or Director	Administrative Coordinator	Program Director	University Staff Specialist
Missouri, University of Vice President C. Brice Ratchford University Extension Division University of Missouri Columbia, Missouri	Mr. David A. Tanquary University of Missouri at Kansas City Division of Continuing Education Office of Educational Conferences Kansas City, Missouri	Dr. Edmonia Davidson Associate Professor of Education Howard University Washington, D. C.	Bill J. Brisco University of Missouri at Kansas City Division of Continuing Education Kansas City, Missouri
Montclair State College President Dr. Thomas Richardson Montclair State College Upper Montclair, New Jersey	Mr. Robert E. MacVane Director, Evening Div. & Summer Session Montclair State College Upper Montclair, New Jersey	Raymond J. Ast, Jr. Director ABE Center Montclair State College Upper Montclair, New Jersey	

Extension Dean or Director	Administrative Coordinator	Program Director	University Staff Specialist
New York State Univ. of Albany Dean Irving A. Verschoor College of General Studies State University of New York at Albany Albany, New York	Dr. John A. Ether State University of New York at Albany Albany, New York	Dan Ganeles State University of New York at Albany Albany, New York	Anthony R. Pacelli State University of New York at Albany Albany, New York
North Carolina State University Dean William Turner Division of Continuing Education North Carolina State Univ. Raleigh, North Carolina	Dr. Edgar Boone North Carolina State University Division of Continuing Education Extra-Curricular Branch Raleigh, North Carolina	Dr. J. B. Adair Division of Continuing Education North Carolina State University Raleigh, North Carolina	Wallace King Nave Division of Continuing Education North Carolina State University Raleigh, North Carolina

Extension Dean or Director	Administrative Coordinator	Program Director	University Staff Specialist
Northern Illinois Univ. Dean Virgil Alexander College of Continuing Education Northern Illinois Univ. DeKalb, Illinois	Mr. Michael Stotts College of Continuing Education Office of the Director of Adult Education Northern Illinois Univ. DeKalb, Illinois	Dr. Oswald Goering College of Continuing Education Office of the Director of Adult Education Northern Illinois Univ. DeKalb, Illinois	
Oklahoma, University of Dean Thurman J. White College of Continuing Education and Ext. Division University of Oklahoma Norman, Oklahoma	Dr. L. P. Martin Special School Services Extension Division University of Oklahoma Norman, Oklahoma	Dr. Claude Kelley Associate Dean College of Education University of Oklahoma Norman, Oklahoma	

Extension Dean or Director	Administrative Coordinator	Program Director	University Staff Specialist
Oregon State System of Higher Education Vice Chancellor James W. Sherburne Division of Continuing Education Oregon State System of Higher Education Corvallis, Oregon	Dr. George Timmons School of Education Portland State College Portland, Oregon	Mrs. Francis L. Harris Vancouver Public Schools Vancouver, Washington	
South Carolina, Univ. of Dean Nicholas P. Mitchell College of General Studies University of South Carolina Columbia, South Carolina	Professor D. B. Pockat School of Education University of South Carolina Columbia, South Carolina	Mr. Frank Commander Adult Education Division State Dept. of Education Columbia, South Carolina	
Texas, University of Dean Norris Hiett Division of Extension University of Texas Austin, Texas	Mr. Bishop Pitts Extension Teaching & Field Service Bureau University of Texas Austin, Texas	Mr. Edward Tapscott Extension Teaching & Field Service Bureau University of Texas Austin, Texas	Mr. Edward Tapscott Extension Teaching & Field Service Bureau University of Texas Austin, Texas

Extension Dean or Director	Administrative Coordinator	Program Director	University Staff Specialist
Wayne State University Dean Hamilton Stillwell Division of Urban Ext. Wayne State University Detroit, Michigan	Mr. Paul McWilliams Director Conferences & Institutes Wayne State University Detroit, Michigan	Dr. Harvey Hershey Division of Urban Ext. Wayne State University Detroit, Michigan	Dr. Harvey Hershey Division of Urban Ext. Wayne State University Detroit, Michigan
Wyoming, University of Director John W. Gates Division of Adult Education and Community Service University of Wyoming Laramie, Wyoming	Mr. Charles Cooper Division of Adult Education and Community Services University of Wyoming Laramie, Wyoming	Dr. Arthur C. Burman Division of Adult Education and Community Service University of Wyoming Laramie, Wyoming	

APPENDIX E

The following is an edited status report of the evaluation of the 1967 ABE Training Program submitted to NUEA by Educational Psychology Associates on October 21, 1967.

Activities

When preliminary instrument development had proceeded to the point that the program directors could be advised of the tentative nature of the daily collection procedure, correspondence describing the evaluation was directed to the project directors. After the instruments had been cleared by USOE, and just prior to actual mailing of the instruments, the program directors were again advised of the specific nature of the data collection activity, of the forms that they would receive, and of the nature of the task requested of them. Forms were mailed to all institutes July 14th. All data collection instruments were color coded, pre-packaged in self-addressed return envelopes, and containerized according to type of respondent, that is, program participant or program staff. All data collection materials were sent as printed matter, book rate, which receives first class handling.

Forms for the Wyoming Institute, which began before instrumentation was available, were sent by EPA to each program participant individually.

The only serious delay with respect to instrumentation was with the Hawaii Institute, where the forms were apparently handled by surface shipment instead of air which is normally the case even with

first class mail. The difficulty resulted in the forms arriving after the institute was over. Mr. Klopf was kind enough to forward the instruments to the specific respondents.

As of October first, data had been received from all but one of the participating universities. Four institutes have submitted only incomplete data. Correspondence recently received, however, suggests that the balance of the data will be forthcoming shortly.

As data are received from the various training institutions, Form A is scored, each participant is assigned a data code number, and the information is transcribed from the data collection instrument to IBM code sheets for subsequent keypunching and verification.

Intercoder reliability checks have been made. The error rate in subject protocol, for first coding on Form A, is slightly less than two errors per hundred protocols. Considering 75 codes per protocol, this is a digit error rate slightly less than .0003. This degree of coding accuracy has been obtained primarily by (a) extensive pre-coding orientation, (b) the development of built-in self error checks, and (c) the use of highly experienced, conscientious coding personnel.

The proposed syllabi submitted by the various institutes have all been screened and extensive topic analysis has been made. This is accomplished by breaking down the syllabus into its component parts and cross-indexing each basic activity discussed in the curriculum. The institute curriculum analysis is proceeding from this step and involves the cross-indexing of each curriculum, topic by topic, against each other curriculum, topic by topic. The end product of this activity will be the production of two cross-indexed master curricula, one describing the total complexion of the 1967 proposed ABE institute program and the other describing the complexion of the actual 1967 ABE summer institute program.

IBM 407 preliminary data analysis programing has been initiated. Upon receipt of the final data and upon keypunching and verification of the remaining data, preliminary analysis will begin. It is hoped the balance of the data will be received in time for preliminary analysis to be started by late October or early November.

Special Considerations

Special consideration should be given to the rationale in the development of Form A, regarded as the pivotal instrument in assessing the effect of the summer institute training program. It is this instrument which provides, among other things, some index of the exit level of competency of the program participants. This should be the fundamental criterion for measuring institute success. Academic achievement level is far more amenable to assessment than behavioral change in teaching practice in the field.

The primary concern of EPA this summer was to develop an instrument that would have maximal reliability. Form A then had three goals in mind: One, maximal reliability; two, maximal correspondence to the dimensions specified by the national core curriculum; and three, maximal relevance to all institutions participating in the summer institute program. It was felt these goals should be sought even at the possible expense of imposing somewhat on the student during the test-taking activity.

True-False tests are, almost by definition, easy to take. The probability of correct guessing on a True-False test is .50. Thus careful consideration must be given to correcting True-False tests for the occurrence of "correct" random responses. All things being equal the instrument with the greatest probability of "correct" random response is the instrument with the least reliability. True-False tests,

then, fall into this category. The more response alternatives open to the respondent, the smaller the probability of correct random responding. A four-item multiple choice test as compared to a two-item multiple choice test (such as a True-False test) drops the probability of correct random responding from .50 to .25. The more response alternatives the lower the probability figure drops. The ratio for Form A, Schedule 4, is, on the average, .009.

In other words, speaking non-technically, if one were to consider last year's True-False pre-program survey with this year's multiple choice Form A, item for item, assuming the respondent did not really know the answer, the chances for obtaining an inccnsistent, i.e. unreliable response, item for item, on the 1966 form are two to one, whereas the chances for an inconsistent response on the 1967 form are 100 to one.

The decision then was to maintain this high degree of theoretical reliability even though it meant imposing a somewhat more difficult, and apparently more unreasonable task on the subject. The question of compromising the strictness of the scoring procedure was considered. For example, at one point EPA staff discussed the possibility of grouping the possible answers into groups of five or ten so that responding would be easier on the subject. A quick look at the probabilities, however, suggests why this procedure was not adopted. With a group of ten possible alternatives, the probability of inconsistent responding is ten to one. While this is considerably better than the two to one odds of a True-False test it is nowhere near the hundred to one odds offered by the present version of Form A.

Projected Activities

Original planning had called for consideration to be shifted to only nominal data analysis in November and December with the bulk of attention shifted to the development of field interview questionnaires

and the other data collection activities that are to take place in the early months of 1968. On the basis of the telephone request from Mr. Foster, however, regarding the need to move the January 1 status report up to the latter part of November, and to include preliminary results, concentration will be focused on expediting data analysis during the next three weeks. As a result some forms of data analysis probably will continue then through December, and as a consequence, major concern with the development of secondary data collection procedures will be deferred temporarily.

JAMES A. DUNN, Director
NUEA Evaluation Project

APPENDIX F

The following is an edited status report of the evaluation of the 1967 ABE Training Program submitted to NUEA by Educational Psychology Associates on November 22, 1967.

Activities

Following NUEA's request, maximum effort was made to initiate Phase I of data analysis. The hollerith format was set. The data that were scored and coded were key punched on IBM cards, they were verified and a master data file was established. IBM card operating decks were punched and interpreted and an operations data file established. During the same period that data preparation was going on, analysis programing was scheduled, computation procedures were selected and the necessary modifications were undertaken for use on NUEA data. The programs were debugged and analysis, by institution, was initiated.

Phase I analysis of program participant data will yield:

1. A complete listing of all raw data, item by item, by subject, by institute, in Form A sequence;
2. A complete variable identification listing;
3. Response values for each item;
4. Frequency distributions for each category of response, item by item, by each Schedule in Form A, by each institute, and also for the total group;
5. The total number of subjects in each group;
6. The total number of subjects responding to each item;

7. The number of subjects who, for one reason or another, do not answer;

8. The percentage of responses given to each item value;

9. The cumulative percentage of responses, in ascending order of values;

10. Response means, medians, variances, standard deviations, and

11. Indices of skewness and kurtosis for each item, by institute.

Skewness is a measure of the symmetry of the distribution. Kurtosis is a measure of the sharpness, or peakedness of a distribution. In instances of nominal or categorical scaling, mean and median values will be uninterpretable, in which case the mode may be obtained from the frequency and/or percentage distributions.

The computations cited above are based on the following formulae:

$$\text{Mean} = \sum_{i=1}^{n} x_i \; / \; N = \bar{x}$$

$$\text{Variance} = \sum_{i=1}^{n} (x_i - \bar{x}_i)^2 \; / \; N - 1 = \sigma^2$$

$$\text{Standard Deviation} = \sum_{i=1}^{n} \sqrt{\sigma^2} = \sigma$$

$$\text{Skewness} = \sum_{i=1}^{n} \left(\frac{x_i - \bar{x}}{\sigma}\right)^3 \; / \; N = g1$$

$$\text{Kurtosis} = \sum_{i=1}^{n} \left(\frac{x_i - \bar{x}}{\sigma}\right)^4 \; N - 3 = g2$$

Results

Phase I analysis is fully operational at this time and has produced 162 tables. These results are summarized in Tables 1-12, attached hereto. Brief inspection of these partial results suggests that the

results may be consolidated somewhat as follows.

The participant composition of the institutes was mixed. Teacher trainer institutes had administrators attending and administrator institutes had teachers and teacher trainers attending. The administrator institutes, however, were more predominantly male; 85 - 95% of the administrator institute participants were male compared to 45 - 65% for the teacher trainer institutes. The participants at the administrator institutes were characterized as having an apparently higher proportion of advanced academic degrees.

Ninety-eight per cent of the subjects analyzed (approximately half) held a teaching certificate but only 55 - 75% gave public school work as their full-time occupation. An additional 20% gave full-time ABE work as their occupation. A number of persons then, presumably, may not have full-time employment. Approximately one-fourth of the participants indicated they were not the principal breadwinner in their families.

Almost all participants were U. S. citizens. Typically, there was no more than one non-citizen per institute. Ten per cent came from non-English speaking childhoods. Twenty-five per cent indicated they were fluent in at least one other and often several other languages.

Seventy to eighty per cent of the participants have had two or less years ABE experience; 25 - 35% were 50 years of age or older; and 60 - 70% live either in the suburbs or in residential areas of cities.

It should be reiterated, however, that these summary figures are very "round" figures only, compiled from single inspection and compilation of results across only nine institutes. Specific total group figures will be obtained upon completion of Phase I analysis. Nevertheless, the general characteristics of the 1967 ABE Summer Institute participants are quite clear.

Projected Activities

Current plans call for the continued Phase I analysis of Form A

data. This effort which will be completed by the end of November will have produced a total of 1500 item and index analysis tables comprising approximately 20,000 lines of computer output. In the weeks that follow, these results will be summarized and attention will be once again directed toward sample selection and the development of data collection procedures for the field follow-up study.

JAMES A. DUNN, Director
NUEA Evaluation Project

Attachment: 12 summary tables

Partial summary tables for the following university institutes:

1. University of Colorado
2. Connecticut University
3. Florida State University
4. University of Maine
5. Montclair State College
6. Portland State College
7. University of South Carolina
8. University of Texas
9. Wayne State University

All table entries are percentages.

No. 1

University	U.S. Citizen	Childhood in Foreign Lang.		Fluency in 1+ Foreign Language	
1	100	14		25	
2	98	10		32	
3	99	3		11	
4	97	12		27	
5	100	26		30	
6	97	4		23	
7	98	2		10	
8	96	14		25	
9	100	9		24	

University	Males	Holding Teaching Certificates		Primary wage Earners	
1	64	93		82	
2	98	98		98	
3	62	98		80	
4	47	88		70	
5	84	91		93	
6	51	94		72	
7	88	98		95	
8	51	99		81	
9	50	87		74	

No. 3

Participants Age Group:

University	20-30	30-40	40-50	50-60	60 +		
1	14	43	22	19	1		
2	10	30	30	20	10		
3	6	29	29	27	9		
4	19	33	27	16	4		
5	0	33	42	16	9		
6	16	33	30	14	6		
7	5	22	40	24	9		
8	19	22	37	21	1		
9	13	34	26	21	6		

Race/Ethnic Background:

University	Caucasian	Negro	Spanish	Indian	Other	NC/Blank	
1	85	3	6	3	3	2	
2	100	-	-	-	-	-	
3	60	38	-	1	2	1	
4	96	1	-	-	1	2	
5	81	12	-	-	2	5	
6	90	6	4	-	-	-	
7	68	28	-	-	-	4	
8	45	39	9	-	6	1	
9	66	32	-	-	2	-	

Location of Residence:

University	Rural	Suburban	Inner City	City Residential	
1	35	14	7	43	
2	22	30	18	30	
3	31	10	17	42	
4	23	23	22	32	
5	12	37	16	35	
6	17	32	4	46	
7	28	24	21	29	
8	12	16	22	51	
9	9	24	28	39	

Educational Attainment:

University	H.S. Grad.	Some College	BA	MA	MA + 1 yr.	Ph.D
1		7	45	39	7	1
2		-	27	38	35	-
3		1	42	38	18	2
4		11	49	29	11	-
5		2	26	26	44	2
6	1	6	58	25	10	-
7		-	16	50	33	2
8		4	48	33	13	1
9		4	50	26	20	-

Years Since Receipt of Last Degree:

University	<1	1-2	3-5	6-10	11-29	30 +	
1	10	6	28	31	24	1	
2	2	8	25	33	30	2	
3	1	7	17	37	33	4	
4	7	18	15	25	34	1	
5	-	5	17	38	38	2	
6	4	12	19	32	29	3	
7	5	14	10	31	38	2	
8	1	9	19	35	34	1	
9	8	15	19	29	23	6	

Years of ABE Experience:

University	0	1-2	3-5	6-10	11 +	
1	20	57	16	4	3	
2	10	52	13	10	15	
3	16	67	9	4	4	
4	29	62	5	3	1	
5	21	49	21	5	5	
6	31	52	10	4	1	
7	16	57	17	3	7	
8	14	59	16	6	4	
9	22	41	26	7	4	

Role in ABE:

University	Classroom Teacher	Teacher Trainer	Local Admin.	State Admin.	Other		
1	64	4	16	6	9		
2	20	2	65	-	13		
3	46	16	29	1	8		
4	70	4	1	1	23		
5	2	14	72	-	12		
6	64	9	9	-	18		
7	7	17	62	3	10		
8	61	25	7	-	7		
9	81	13	2	-	4		

Basic Full Time Employment:

No. 10

University	State ABE Admin.	Local ABE Admin.	ABE Teacher	⟷	Elementary Teacher	Secondary Teacher	School Admin.	School Counselor	⟷	Other
1	6	9	15		24	13	13	3		8
2	2	10	3		10	35	25	3		12
3	2	11	5		19	16	31	3		13
4	1	-	15		31	24	1	4		24
5	2	33	-		7	14	21	-		23
6		6	16		32	17	3	3		23
7	3	19	-		7	7	41	-		22
8	-	4	6		36	17	14	4		17
9	-	-	31		37	11	9	4		7

Elementary School Teaching Experience:

University	0	1-2	3-5	6-10	11 +	
1	40	6	12	22	21	
2	37	16	13	16	18	
3	28	4	10	16	42	
4	46	9	13	9	23	
5	38	7	10	10	36	
6	25	7	19	22	28	
7	37	12	11	18	23	
8	22	10	17	17	33	
9	30	6	15	13	36	

Secondary School Teaching Experience:

University	0	1-2	3-5	6-10	11 +	
1	37	13	18	16	15	
2	22	8	15	15	40	
3	26	11	25	10	28	
4	55	14	10	7	14	
5	34	12	7	12	35	
6	51	19	15	9	6	
7	21	7	21	16	35	
8	23	21	12	18	21	
9	38	23	8	10	21	

APPENDIX G

The following is a status report of the evaluation of the 1967 ABE Training Program submitted to NUEA by Educational Psychology Associates on December 15, 1967.

This summary status report is a special data analysis progress report requested by NUEA. Its purpose is to summarize data analysis results obtained since November 20, 1967, and is in addition to the regular quarterly reports required by NUEA PO# 67-30.

The analysis procedures are the same as outlined in the Status Report #2. Selected means, standard deviations and frequency distributions, expressed in percentages, are provided for Form A - Schedules II, III and IV.

Results

Results are summarized in Tables 1 - 22. Tables 1 - 8 provide the percent frequencies of participant responses to given categories. Tables 9 - 12 provide means, standard deviations and polarities for selected item ratings. Tables 13 - 20 provide means, standard deviations, ranges, and polarities for computed rating indexes. A rating index is obtained by summing a set of ratings across a given group of topics. For example, the VTR Utilization Index is a composite index consisting of ratings regarding such information as perceived amount of VTR use, the frequency with which a person saw his own performance on video tape, the number of times he himself got to operate the VTR, etc.

Nine Rating Indexes were used:

1. VTR Utilization Index

2. PI Emphasis Index
3. Scope of Curriculum Methods Index
4. Effectiveness of Instruction Index
5. Appropriateness of Curriculum Level Index
6. Educational Psychology Emphasis Index
7. Breadth of Curriculum Content Index
8. Perceived PI Knowledge Gain Index
9. Terminal Achievement Level Index

Table 21 summarizes means and standard deviations for participant Terminal Achievement Level scores. Table 22 summarizes Institutes with the most pronounced patterns of high and low ratings, as obtained from visual comparison of scores. Statistical treatment of differences must wait for completion of Phase I data analysis.

All results are given by institute. Institute numbers for Tables 1 - 22 are the same as in Status Report #2. Identifications are provided again at the beginning of the tables.

JAMES A. DUNN, Director
NUEA Evaluation Project

Attachment: 22 Tables

UNIVERSITY ID NUMBERS

1. University of Colorado
2. Connecticut University
3. Florida State University
4. University of Maine
5. Montclair State College
6. Portland State College
7. University of South Carolina
8. University of Texas
9. Wayne State University

FORM A - SCHEDULE II
ITEM 21 - VARIABLE I

TABLE 1

How often did you make use of the VTR?

University	Never	Once	A couple of times	A number of times	Frequently
1	14	61	17	7	-
2	48	15	27	5	5
3	48	21	17	9	5
4	3	10	53	29	5
5	21	40	26	7	7
6	4	38	43	13	1
7	22	29	24	24	-
8	16	74	7	1	1
9	9	19	13	23	36

FORM A - SCHEDULE II
ITEM 26 - VARIABLE 6

TABLE 2

How often did you see your own <u>personal</u> performance on VTR?

University	Never	Once	A couple of times	A number of times	Frequently
1	9	86	1	4	-
2	70	28	-	2	-
3	42	33	20	5	-
4	-	23	62	15	-
5	16	37	40	5	2
6	1	37	48	12	1
7	7	41	36	14	2
8	7	80	10	3	-
9	28	33	22	9	7

FORM A - SCHEDULE II
ITEM 28 - VARIABLE 8

TABLE 3

How often did you actually operate the VTR and make recordings by yourself

University	Never	Once	A couple of times	A number of times	Frequently
1	99	1	-	-	-
2	93	5	2	-	-
3	92	6	2	-	-
4	14	47	32	8	-
5	77	21	-	-	2
6	37	52	7	3	-
7	25	46	18	9	4
8	90	7	-	3	-
9	39	31	17	11	2

FORM A - SCHEDULE II
ITEM 23 - VARIABLE 3

TABLE 4

How often did you have instructors talk about programed instruction?

University	Never	Once	A couple of times	A number of times	Frequently
1	3	6	21	59	12
2	5	12	28	38	18
3	2	3	10	55	30
4	4	1	3	38	53
5	-	16	44	28	12
6	1	-	12	46	41
7	9	7	24	50	10
8	6	12	16	46	20
9	4	6	11	41	39

FORM A - SCHEDULE II
ITEM 24 - VARIABLE 4

TABLE 5

How often did you use programed instruction to actually learn material you were to study?

University	Never	Once	A couple of times	A number of times	Frequently
1	64	12	10	14	-
2	55	20	20	5	-
3	44	7	18	20	11
4	12	30	36	16	5
5	61	9	16	7	7
6	17	36	22	17	7
7	43	14	17	22	3
8	53	7	22	18	-
9	43	9	22	11	15

FORM A - SCHEDULE II
ITEM 29 - VARIABLE 9

TABLE 6

Roughly speaking, how many field trips did you make?

University	1	2	3	4	5	6+
1	1	4	38	16	41	-
2	65	27	8	-	-	-
3	4	87	8	2	-	-
4	-	79	16	3	1	-
5	88	8	2	2	-	-
6	56	41	3	-	-	-
7	2	9	55	28	5	2
8	-	22	48	14	12	4
9	2	8	23	32	19	17

FORM A - SCHEDULE II
ITEM 25 - VARIABLE 5

TABLE 7

Roughly speaking, how much of the Institute was devoted to workshop types of activities where you actually "do" something?

University	10%	20%	30%	40%	50%	60%	80%	90%
1	6	9	19	16	34	9	6	1
2	31	13	15	15	13	10	3	-
3	10	16	16	22	16	9	8	3
4	3	11	19	26	30	5	4	1
5	14	7	21	19	28	5	2	5
6	9	21	26	19	19	4	1	-
7	5	4	16	23	30	18	4	2
8	7	9	19	23	17	14	7	3
9	11	24	19	15	17	-	7	7

FORM A - SCHEDULE II
ITEM 30 - VARIABLE 10

TABLE 8

Roughly speaking, how much of the Institute was devoted to lecture presentation?

University	10%	20%	30%	40%	50%	60%	80%	90%
1	6	9	19	16	34	9	6	-
2	31	13	15	15	13	10	3	1
3	10	16	16	22	16	9	7	3
4	3	11	19	26	30	5	4	1
5	14	7	21	19	23	5	2	5
6	9	21	26	19	19	4	1	-
7	5	4	16	23	30	18	4	1
8	7	9	19	23	17	14	7	3
9	11	24	19	15	17	7	7	-

TABLES 9-10

University	Item 31		Item 69	
	$\bar{X}$	SD	$\bar{X}$	SD
1	2.1	1.0	4.0	1.3
2	2.8	1.0	3.5	1.3
3	1.5	.9	4.4	1.0
4	3.2	1.2	4.5	.8
5	2.6	.9	4.1	.9
6	1.4	.6	4.5	.8
7	1.3	.7	4.6	.6
8	1.2	.5	4.1	1.2
9	1.9	1.0	4.1	1.1

COMMENTS:

Item 31/Variable 1: How well organized was the program
1 = well organized

Item 69/Variable 39: How valuable were the staff aides to the success of the Institute
5 = quite valuable

FORM A - SCHEDULE III

TABLES 11 - 12

University	Item 70		Item 67	
	$\bar{X}$	SD	$\bar{X}$	SD
1	1.9	1.0	4.0	1.1
2	2.4	1.1	3.9	1.2
3	1.7	1.0	4.3	1.0
4	1.8	.9	3.9	1.0
5	1.8	.9	4.0	1.2
6	1.6	1.0	4.0	1.1
7	1.6	.9	4.3	1.0
8	1.5	.8	4.3	1.0
9	1.9	.9	4.1	1.1

COMMENTS:

Item 70/Variable 40: How much of what you saw, heard, and did at the Institute will have immediate applica - bility to what you do when you return home?
1 = a great deal

Item 67/Variable 37: Would you like to return to a similar institute next year--even if financial support was curtailed somewhat?
5 = yes, very much

TABLES 13-14

University	VTR USE INDEX		PI EMPHASIS INDEX	
	$\bar{X}$	SD	$\bar{X}$	SD
1	7.8	1.7	5.5	1.6
2	6.4	2.6	5.2	1.7
3	7.0	3.1	6.5	1.8
4	11.4	2.3	7.1	1.6
5	8.4	2.7	5.3	2.0
6	9.9	2.1	6.9	1.6
7	9.6	1.9	5.8	1.9
8	7.4	2.0	5.7	1.9
9	11.0	3.7	6.5	2.0

COMMENTS:

VTR Utilization Index/Variable 11: 4 items; Range 4-20;
20 = maximal usage
PI Emphasis Index/Variable 12: 2 items; Range 2-10;
10 = maximal usage

FORM A - SCHEDULE III

TABLE 15

University	SCOPE OF CURRIC METHODS INDEX	
	$\bar{X}$	SD
1	24.5	3.9
2	17.9	4.9
3	22.0	6.4
4	27.3	4.2
5	20.7	5.2
6	23.9	4.0
7	25.3	5.5
8	23.3	4.7
9	27.6	7.4

COMMENTS:

Scope of Curriculum Methods Index/Variable 13:
9 items; Range 9-45
45 = maximal scope

FORM A - SCHEDULE III

TABLES 16-17

University	Effectiveness of Instruction Index		Appropriateness of Level Index	
	$\bar{X}$	SD	$\bar{X}$	SD
1	13.0	3.9	19.3	4.0
2	17.5	3.8	17.5	4.2
3	12.1	4.3	19.7	4.6
4	13.2	4.2	19.4	3.1
5	14.8	3.4	15.8	4.2
6	11.9	3.9	20.6	4.2
7	10.8	3.4	21.8	3.2
8	10.0	3.1	21.8	3.7
9	11.1	3.9	20.5	3.8

COMMENTS:

Effectiveness of Instructor Index/Variable 42: 6 items; Range 6-30;
6 = maximal effectiveness

Appropriateness of Level Index/Variable 43: 5 items; Range 5-25;
25 = maximal appropriateness of level

FORM A - SCHEDULE III

TABLES 18-19

University	ED - PSYCH EMPHASIS INDEX		Breadth of Curric Content Index	
	$\bar{X}$	SD	$\bar{X}$	SD
1	7.9	3.0	46.4	9.3
2	8.8	2.2	36.9	11.6
3	6.2	2.2	50.5	9.6
4	8.7	2.5	46.1	9.5
5	8.2	2.6	39.3	12.4
6	8.3	2.6	46.9	9.9
7	6.2	2.6	49.6	9.1
8	6.7	2.5	49.3	10.5
9	7.5	2.6	46.9	10.6

COMMENTS:

Educational Psychology Emphasis Index/Variable 44: 3 items;
Range 3-15;
3 = maximal emphasis
Breadth of Curriculum Content Index/Variable 45: 14 items;
Range 14-70;
70 = maximal emphasis

FORM A - SCHEDULE

TABLF 20

University	PERCEIVED PI KNOWLEDGE GAIN INDEX	
	$\bar{X}$	SD
1	5.8	2.2
2	6.2	2.2
3	4.3	2.1
4	3.4	1.6
5	5.4	2.2
6	4.0	1.8
7	4.5	1.6
8	4.1	2.0
9	3.1	1.2

COMMENTS:

Perceived PI Knowledge Gain Index/Varia le 46:
2 items; Range 2-10
2 = greatest perceived gain

FORM A - SCHEDULE IV

TABLE 21

University	ACHIEVEMENT LEVEL INDEX $\bar{X}$	SD
1	31.6	9.0
2	25.4	11.7
3	28.3	12.9
4	35.7	7.5
5	29.5	11.2
6	32.8	9.9
7	36.9	10.2
8	33.8	7.0
9	19.8	11.7

COMMENTS:

Achievement Level/Variable 47:
79 scores; Range 0-79
79 = greatest achievement level

TABLE 22

	#4 Maine	#9 WSU	#8 Texas	#2 Connecticut
VTR Utilization Index	+	+		-
PI Emphasis Index	+			-
Scope of Curriculum Methods Employed	+	+		-
Organization	-		+	
Teacher Effectiveness	+	+	+	
Curriculum Level Appropriateness	+	+	+	
Terminal Achievement Level	+	-		-

COMMENTS:

1) + = very high rating
2) - = very low rating
3) judgment of high-low is on basis of visual comparison of means and ratings only. Statistical significance cannot be implied at this time.

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